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ABSTRACT

This guide provides training units for high school home economics teachers to use with students interested in developing a child caregiver's knowledge and skills. Participation in a one-semester course based on the state's Child Development Curriculum Guide and another course based on this guide is expected to provide excellent preparation for the position of caregiver in a day care setting. In this guide, a rationale and content outline are followed by contents focusing on the planning of learning activities, appropriate experiences for the young child, enhancement of social and emotional development, guidance, parental involvement, routines used in child care centers, the planning of the environment, training techniques for use with caregivers, child care program evaluation, and the child care professional. The format of individual units in the guide follows that of the state's Child Development Curriculum Guide. Each lesson begins with basic ideas concerning the topic of discussion. Performance objectives focus on the kind of behavior the student is expected to display as a result of the learning experiences. An outline summarizes information covered in each unit's review of literature. Learning activities, instructional aids, and evaluative exercises are included in each unit. (RH)

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CHILD CARE

1986
Office of Vocational Education
Bulletin 1775

CURRICULUM DEVELOPMENT

LOUISIANA DEPARTMENT OF EDUCATION

THOMAS G. CLAUSEN, Ph.D.

State Superintendent

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CHILD CARE CURRICULUM GUIDE

Bulletin 1775

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Funded by
The State of Louisiana
Department of Education
Office of Vocational Education

Louisiana Tech University

1986

FOREWORD

The Child Care Curriculum Guide is a significant addition to the vocational home economics curriculum in Louisiana. The project directors made use of many resources to create a guide that is practical and sensitive to the needs of teachers who are providing learning experiences to increase the adolescent's understanding of children and to develop the skills necessary to become a child care worker.

The State Department of Education appreciates the dedicated efforts of Dr. Jeanne M. Gilley, dean of the College of Home Economics at Louisiana Tech University; Denise Wiltcher, project director; and Dr. Virginia L. Clark, assistant project director, all of whom worked together to develop the guide.

The efforts of other individuals who contributed to the development of the guide are also appreciated.

THOMAS G. CLAUSEN, Ph.D.
STATE SUPERINTENDENT OF EDUCATION

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The Child Care Curriculum Guide is the result of a one-year project funded by the Office of Vocational Education, State Department of Education. Appreciation is expressed to Dr. Janie Ponthieux, director of the Bureau of Secondary Vocational Programs, and Dr. Rosalie J. Bivin, section chief of Home Economics Education, for their support of this project.

Acknowledgements are extended to Dr. Jeannie M. Gilley, dean, College of Home Economics at Louisiana Tech University, for her constant support and encouragement. Special recognition goes to Denise J. Wiltcher, project director, and Dr. Virginia L. Clark, assistant project director, who worked together in developing this guide. Appreciation is expressed to Stacia Brewster, project graduate assistant, for keeping the project well organized and running smoothly, and to Patricia Michael, artist-illustrator, for creative and highly useful illustrations.

Recognition goes to Dr. Connor Walters, assistant professor in the College of Home Economics at Louisiana Tech University; Miranda Parnell, home economics teacher at Simsboro High School; and Janie Bizette, child care instructor at the Lafayette Regional Vocational Technical Institute, who served as subject matter consultants. Their comments helped create a guide that will be more useful for home economics programs. In addition, special recognition goes to Jean Johnson, retired English instructor, Louisiana Tech University, who served as editor.

Elaine

Elaine Webb, Ed.D.
Assistant Superintendent
Office of Vocational Education

COURSE DESCRIPTIONS

Advanced Child Development (one-half unit of credit)

Instruction designed to prepare students to provide quality care for children in the home or in child care centers. Instruction includes review of developmental tasks of infants, toddlers, and preschool and school-aged children; planning learning activities for young children; enhancing social and emotional development; planning the environment for young children; child guidance techniques; actual experience observing and working with children and their parents; and careers in child care and development. Prerequisites: Consumer-Homemaking I and II, or a semester course in Child Development or Parenthood Education.

Preparatory Child Care Services I (one to three units of credit)

Instruction designed to prepare individuals for occupations in child care and guidance, foster care/family day care, and teacher assistance, often under the supervision of professional personnel. Instruction in child growth and development; nutrition; program planning and management; safety and behavior guidance; recreational play activities; child abuse and neglect; parent/child personal relationships; laws, regulations, and policies relating to child care services and maintenance of children's environments; employment seeking skills; and appropriate behavior in the world of work. Laboratory experiences are required. Completion of a semester course in Child Development or Parenthood Education is recommended as a prerequisite for enrollment. The number of units shall be determined by the number of class periods for which the students are scheduled per day for instruction.

NOTE: The Child Care Curriculum Guide, Bulletin 1775, may be used effectively for either of the courses described above. The teacher of Preparatory Child Care Services I will be required to develop supplementary materials to provide instruction related to laws, regulations, and policies relating to child care services, employment seeking skills; and appropriate behavior in the world of work.

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RATIONALE

Home Economics is a people-oriented profession. Courses taught within the home economics curriculum are designed to address the needs of people and to teach people how to function more successfully in their lives and in their relationships with others. In addition occupational home economics courses prepare students for entry level jobs in home economics areas.

Louisiana vocational home economics educators have a long history of being directly involved in developing curricula to meet the needs of students. Under the capable leadership of home economics supervisors, the basic curriculum has been modified, expanded, and strengthened to meet new challenges. One of the greatest challenges to home economics educators is to continue to provide learning experiences that help students function at a higher level of competence, meet the demands of the changing society, and perform effectively in their careers.

Educators recognize the importance of teaching material that is personally relevant to students and that helps students understand themselves and others better. The Child Care Curriculum Guide is the result of a concerted effort on the part of many home economists who are motivated by the challenge of making material relevant to the needs of the student. The material covered in the guide is vitally important to the adolescent's development of knowledge and skill in becoming a child care worker. The lessons are intended to give students the opportunity to explore their thoughts and feelings about the needs of children and ways they can contribute to the development and growth of children through a career in child care. The teacher can use this guide and the Child Development Curriculum Guide to teach information and skills that increase the adolescent's understanding of children.

Training workers in the area of child care is critical for the existence of quality child care facilities. Many adolescents desire employment in this area and do not have the ambition or resources to receive training beyond high school. This guide contains material for such training in secondary home economics programs.

HOW TO USE THIS CURRICULUM GUIDE

The purpose of this guide is to provide training units for high school home economics teachers to use with students interested in developing knowledge and skills in child care. The guide was prepared as a supplement to the Louisiana State Department of Education Child Development Curriculum Guide. Participation in a one semester course based on the Child Development Curriculum Guide and a one semester course based on the Child Care Curriculum Guide will give the high school student an excellent preparation for the position of caregiver in a day care setting. Based on the anticipated need for qualified day care caregivers, students completing both semester courses will be strengthening their ability to become employed by a day care center. The home economics teacher may wish to plan a recognition ceremony for students completing both semesters and newspaper publicity in order to facilitate job placement.

The format of individual units within this guide follows that of the Child Development Curriculum Guide. Each unit may have one to seven different conceptual areas, depending on the scope and nature of the unit topic. Each unit is designed to be used over a period of three to five days, with some units taking longer. The unit entitled "Appropriate Experiences for the Young Child" covers the presentation of activities in all the curricular areas and may require as much as seven weeks.

As in the Child Development Curriculum Guide, each lesson begins with generalizations that express the basic ideas of the concept. The performance objectives focus on the kind of behavior the student is expected to display as a result of the learning experiences. The outline summarizes the information that is covered in the review of literature.

The review of selected literature includes important presentation and discussion information for the teacher. The reference list and suggested reading list are provided as additional sources for the formulation of lecture materials. Many of the topics in the guide lend themselves better to a presentation/demonstration format than to a strictly lecture.

Learning activities, instructional aids, and evaluative exercises have also been included for each unit. Learning activities are suggested to enhance the learning experience and also to help the student begin a collection of appropriate resources for a day care classroom. Laboratory time for interaction with young children is an important component of the learning activities. The instructional aids are primarily provided for the teacher's use, but any helpful handout materials for student files are listed as a "Student Handout." The suggested evaluation methods are only one way to determine knowledge acquired. Other evaluative suggestions include several broad discussion questions and use of the prepared games, bulletin boards, and learning materials in determination of grades.

The ~~unit entitled "Planning Learning Activities"~~ suggests that students begin a card file on activities for young children. Each concept area in the unit, "Appropriate Experiences for the Young child," gives suggestions for activities on that particular topic. The teacher may wish to encourage a continual adding to this file by periodically requiring that cards be prepared. The student will find the card file to be an invaluable resource when in a caregiving situation.

SUGGESTED SCOPE AND SEQUENCE CHART
(Based on an 18-week semester)

WEEK	TOPIC
	PLANNING LEARNING ACTIVITIES
1	Curricular Organization
2	Plans Based on Goals and Behavioral Objectives
	APPROPRIATE EXPERIENCES FOR THE YOUNG CHILD
3	Graphic Arts
4	Language Arts
5	Mathematics
6	Movement
7	Music
8	Science
9	Social Studies
	ENHANCING SOCIAL AND EMOTIONAL DEVELOPMENT
10	Recognizing Emotions in the Classroom
11	Developing Positive Self-Esteem in Young Children Development of Social Competence
	GUIDANCE
12	Indirect Guidance
13	Direct Guidance
	PARENTAL INVOLVEMENT
14	Building Home-School Relations Classroom Participation
15	ROUTINES IN CHILD CARE CENTERS
	PLANNING THE ENVIRONMENT
16	Indoor Environment Outdoor Environment
17	TRAINING TECHNIQUES FOR USE WITH CAREGIVERS
18	EVALUATION THE CHILD CARE PROFESSIONAL

CHILD CARE

UNIT: PLANNING LEARNING ACTIVITIES

SUGGESTED TIME: TWO WEEKS

UNIT: Planning Learning Activities

CONCEPT: Curricular Organization

GENERALIZATIONS

1. A great amount of planning and organizing must take place in order for the goals of the program to be met.
2. Consideration of individual differences among the children in the program is an important step in planning.
3. Themes provide a method for integrating the curriculum and providing for learning and development in all areas.
4. When developing the curriculum, caregivers should include a wide variety of learning experiences and provide a balance of activities.

PERFORMANCE OBJECTIVES

Upon completion of the lesson, the student should be able to:

1. List the four considerations the caregiver should make when developing a plan.
2. Define a "theme."
3. List important areas of focus in organizing the daily activities for the program.

OUTLINE

I. Curricular Content (What to Plan)

   A. Basic Considerations

   B. Thematic Selections

   C. Content Areas

II. Approaches to Planning (How to Plan)

   A. Weekly Plans

   B. Daily Plans

   C. Individual Activity Plans

REVIEW OF SELECTED LITERATURE

Despite the informal atmosphere and the lack of regimentation in a program for young children, a great deal of planning and organizing must take place in order that the goals of the program be met. The caregiver, along with assistants and volunteers, must meet regularly to map out the days, weeks, and months ahead. Flexible plans are formulated but are not developed haphazardly. The planners consider the range of skills, behaviors, and competencies of the children in the program (Hildebrand, 1981).

One of the first questions the caregiver must answer is, "What do I plan?" Taylor (1975) offers several broad considerations. First, the caregiver must consider each individual child in the group. What are the child's needs and interests and what kinds of experiences has the child had in the past? Does the group of children as a whole have similar needs and interests? Second, the ages of the children will have an effect on what is planned. The three-year-old is still becoming acquainted with surroundings, materials, and new playmates. The four-year-old is improvising and exploring with materials, ideas, and personal relationships. Ages of children within the group will affect the planning.

A third consideration in planning the curriculum is the inclusion of a wide variety of experiences. For example, interpersonal relationships, sensory experiences, exploration of natural and physical surroundings, intellectual stimulation, development of large and small muscles, and the opportunity to hear and use language are all an integral part of the activities planned. The fourth consideration involves a provision for balances in active and quiet play, solitary and group play, and indoor and outdoor play (Taylor, 1975).

Keeping these considerations in mind, the caregiver selects themes or units of study for the program. A theme or unit is a broad topic of study related to important community events, holidays or interesting occurrences. Themes represent an effort to integrate the curriculum and provide for learning and development in all areas. Thematic selections may be weekly topics, units or extended clusters of topical units (Robison and Schwartz, 1982). A list of appropriate themes for a preschool program is located in Student Handout #1.

After careful thought is given to the themes or units which will best meet the needs of the children in the program, the caregiver is prepared to begin planning the curricular content. The following content areas have been identified as important areas of focus and will be useful in organizing the daily activities for the program:

1. Graphic Arts
2. Language Arts
3. Mathematics
4. Movement
5. Music
6. Science
7. Social Studies

By including activities in each of the curricular areas on a daily basis, the caregiver will be providing a stimulating curriculum for young children (Hildebrand, 1981; Vance, 1973).

A teaching day contains both structured (teacher-planned) and unstructured (child-chosen) activities. As individual activities are planned, identification of materials, supplies and tools will need to be planned. The time needed for preparation of the materials is also made. The following questions will help in deciding the best location for the activity:

1. What amount of space will children need?

2. What room or outdoor features, e.g., windows, water, flat floor, storage or drying areas, rug, lighting, grass, shade, are necessary?

3. Will electrical outlets be necessary?

4. Will noise or traffic from adjacent areas cause interference?

5. Will one adult be able to supervise the location? The location of the activity is often directly related to its success (Machado and Meyer, 1984).

Hildebrand (1981) developed a chart for organizing both the weekly and daily program plans (Student Handout #2 and #3). The caregiver may include assistants in the planning sessions and provide copies of the completed charts for parents and visitors. A guide for describing individual activities which gives the name of the activity, curricular area, behavioral objective, key concepts, materials needed, procedure for presentation and reference is located in Student Handout #4. These organizational methods will help the caregiver plan more carefully and efficiently and ultimately provide a well-balanced curriculum for the children in the program.

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Machado, J. M. and Meyer, H. C. Early childhood practicum guide: A sourcebook for beginning teachers of young children. Albany, New York: Delmar, 1984.

Robison, H. F. and Schwartz, S. L. Designing curriculum for early education. Boston: Allyn and Bacon, 1982.

Taylor, B. J. A child goes forth. Provo, Utah: Brigham Young University Press, 1975.

Vance, B. Teaching the prekindergarten child: Instructional design and curriculum. Monterey, California: Brooks/Cole Publishing, 1973.

LEARNING ACTIVITIES

1. Title: Yearly Plan

   Description: Both long-term and short-term planning is necessary for an effective child care program. The monthly plan helps meet individual needs and is a part of the yearly plan.

   Directions: Using a form similar to the one found in Student Handout #5, complete a yearly plan for a child care program. Refer to Student Handout #1 "Themes for a Preschool Program" for topics to use for each month.

   Example:

Month	September
Week one	I'm Me, I'm Special
Week two	My Body Works for Me
Week three	My School
Week four	My Family

2. Title: Prepare a Resource Unit

   Description: A resource unit can be helpful in organizing activities and materials for a weekly unit.

Directions: Choose one of the themes from the yearly plan and develop it fully for a weekly plan. Plan one activity in each curriculum area for each day of the week. List five concepts young children will come to understand following the weekly lessons.

3. Title: Weekly/Daily Plan

Description: A weekly/daily plan will allow each child care worker in the center to know what is scheduled for the day or week. This should be posted in the center so it can be seen.

Directions: Complete the chart, "Weekly Activity Plan," in Student Handout #2. Use the week planned for the resource unit.

4. Title: Bulletin Board

Description: A bulletin board that follows the weekly theme will help complete planning.

Directions: Have students plan a bulletin board using the theme from their resource unit. Have a specified time for students to display their bulletin board on the class bulletin board. (See following units for appropriate examples.)

5. Title: Prepare a Teaching Aid

Description: A teaching aid is used to present material in the most effective way. It supports the concepts and skills in the unit of instruction.

Directions: Using the list below or one of your own ideas, make a teaching aid for a unit of instruction from your resource unit.

Mounted Pictures
Pattern
Game
Bulletin Board
Puppet
Mobile
Picture Recipe
Audio Tape

6. Title: Preparing an Activity Card File

Description: An activity card file is an excellent organization method for collecting ideas for individual learning activities.

Directions: Obtain a card file box. Using the format below, begin collecting activities to record on index cards. Learning activities in the unit "Appropriate Experiences for Young Children" suggest preparing cards in each different curricular area.

1. Curricular Area:

2. Title of Activity:

3. Objective(s):

4. Concept(s):

5. Materials Needed:

6. Description of Experience:

7. References:

(Developed by the College of Home Economics, Louisiana Tech University)

VOCABULARY

1. Theme--A broad topic of study related to important community events, holidays or interesting occurrences.

2. Structured Activities--Activities planned by the teacher.

3. Unstructured Activities--Activities chosen by the child.

INSTRUCTIONAL AIDS

1. Title: Chart

   Description: Student Handout #2 can be made into a chart entitled "Weekly Activity Plan." This will help illustrate the organization of the weekly program theme and the activities that will take place during the entire week. The class lecture may include the teacher's filling in the chart to complete a weekly plan.

2. Title: Chart

   Description: Student Handout #3 breaks the weekly plan down and helps the caregiver organize each day. It is also very helpful in letting each caregiver know who is responsible for each activity. Prepare a chart similar to the handout for completion before the class.

3. Title: Chart

   Description: Prepare a chart using information from Student Handout #4. To provide an example of planning for individual activities fill in the chart before class.

4. Title: Crossword Puzzle

   Description: Give students a copy of the crossword puzzle located in Student Handouts #6 and #7. Answers are provided below.

   DOWN

   1. Structure
   3. Unstructured
   7. Planning

   ACROSS

   2. Theme
   4. Location
   5. Curriculum
   6. Organizational
   8. Haphazardly

EVALUATION

Title: Test

Description: The following questions could be used as a basis of evaluating student progress.

Write "TRUE" or "FALSE" in the blank beside the number of the question.

(TRUE) 1. Thematic selections may be weekly topics or units, or extended clusters of topical units.

(TRUE) 2. The planners of the program should take into consideration the range of skills, behaviors, and competencies of the children in the program.

(FALSE) 3. Only a small amount of planning and organizing is needed to meet the goals of the program.

4. List four factors the caregiver must consider in developing plans.

   1. **Consider each individual child's needs and interests and also the group of children as a whole.**
   2. **Consider the ages of the children.**
   3. **Include a wide variety of different experiences.**
   4. **Balance active and quiet play, solitary and group play, and indoor and outdoor play.**

   (Others may be listed.)

5. Explain the role "theme" plays in planning a program for young children.

   A theme is a broad topic of study related to important community events, holidays or interesting occurrences. Themes represent an effort to integrate the curriculum and provide for learning in all areas.

6. List seven content areas of focus in organizing the daily activities for the program.

   1. **Graphic arts**
   2. **Language arts**
   3. **Mathematics**
   4. **Movement**
   5. **Music**
   6. **Science**
   7. **Social studies**

7. The location of an activity is often directly related to its success. List five questions that will help in deciding the best location for the activity.

   1. **What amount of space will children need?**
   2. **What room or outdoor features are necessary?**
   3. **Will electrical outlets be necessary?**
   4. **Will noise or traffic from adjacent areas cause interference?**
   5. **Will one adult be able to supervise the location?**

8. When planning, the caregiver must consider each individual child. What considerations are made concerning individuals?

   1. **Consider the child's needs and interests.**
   2. **Consider what experiences the child has had in the past.**
   3. **Consider the similar needs and interests of the group as a whole, if there are any.**

9. Why do the ages of the children need to be considered when planning takes place?

   The younger children (three-year-olds) are getting acquainted **with materials and surroundings. They are becoming familiar with the group of playmates to choose from. The older children** (four-year-olds) are improvising and exploring with **ideas and personal relationships. Whether the group is** composed **of one age or a mix of the ages will also affect planning.**

10. Explain the balance of the kinds of play that needs to exist in a well-planned curriculum.

    There should be a balance in active and quiet play, solitary and group play and indoor and outdoor play.

11. After choosing the theme "Farm Animals" for one week, what are the next steps in planning?

    After careful thought is given to the theme that is chosen, the caregiver is prepared to begin planning the curricular content. The caregiver should plan activities in each of the curricular areas. The caregiver should plan structured and unstructured activities to provide a balance. As individual activities are planned, identification of materials, supplies and tools will need to be made. The caregiver should also include the time needed for the preparation of activities when planning. To help organize this information the caregiver should use daily and weekly program planning charts. These guides name the activity, curricular area, behavioral objective, key concepts, materials needed, procedure for presentation and references.

12. List four themes that would be appropriate for study during the month of September and tell why they are appropriate.

1. My School
2. Me-My Body
3. My Family
4. Community Helpers

These themes are appropriate because they are an orientation to school and they help children become acquainted with the community.

(Answers will vary.)

Student Handout #1

Themes For a Preschool Program

- Animals
  - Birds
  - Circus
  - Dinosaurs
  - Farm
  - Insects and Spiders
  - Wild
  - Zoo
- Body Parts
- Categories
- Clothing
- Color
- Communication
  - Telephone
  - Things We Read
- Community
  - City
  - Farm
- Community Helpers
  - Doctors and Dentists
  - Firefighters
  - Mail Carriers
  - Police
- Comparatives
- Days of the Week
- Environment
  - Littering
  - Pollution
- Family Members
  - Babies
  - Moms and Dads
  - Grandparents
- Food
  - Fruits and Vegetables
  - Good Diets
- Growing Things
- Health and Cleanliness
- Holidays
  - Hanukkah
  - Easter
  - Halloween
  - Valentine's Day
  - Others
- Homes
- I'm Me, I'm Special
- Machines
- Musical Instruments
- My Body
- My School
- Opposites
- Outer Space
- Safety
- Seasons
  - Fall
  - Winter
  - Spring
  - Summer
- Senses
- Shapes
- Sound
- Temperature
- Tools
- Transportation
- Water
- Weather

(Taylor, 1975; Flemming, Hamilton, Hicks, 1977)

Student Handout #2

Weekly Activity Plan

WEEKLY ACTIVITY PLAN

Week of: ______________________

Program Theme: ______________________

Curricular Area	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Graphic Arts					
Language Arts					
Mathematics					
Movement					
Music					
Science					
Social Studies					
Outdoor Activity					
Transitions					
Snacks					
Field Trips					
Planning Notes:					

Student Handout #3

Daily Plan of Activities

DAILY PLAN OF ACTIVITIES

Date________________________

Activity	G: Grouptime S: Small Group	Who Is Responsible?
Graphic Arts:		
Language Arts:		
Mathematics:		
Movement:		
Music:		
Science:		
Social Studies:		
Outdoor Activity:		
Transitions:		
Snack:		

Reminders:

(Adapted from Hildebrand, 1981)

Student Handout #4
Individual Activity Plan

INDIVIDUAL ACTIVITY PLAN

1. Curricular Area:
2. Title of Activity:
3. Objective(s):
4. Concept(s):
5. Materials Needed:
6. Description of Experience:
7. Reference(s):

(Developed by the College of Home Economics, Louisiana Tech University)

Student Handout #5

Yearly Plan

Month
Week one
Week two
Week three
Week four

Month
Week one
Week two
Week three
Week four

Month
Week one
Week two
Week three
Week four

Month
Week one
Week two
Week three
Week four

Month
Week one
Week two
Week three
Week four

Month
Week one
Week two
Week three
Week four

Month
Week one
Week two
Week three
Week four

Student Handout #5 (continued)

Month	
Week one	
Week two	
Week three	
Week four	

Month	
Week one	
Week two	
Week three	
Week four	

Month	
Week one	
Week two	
Week three	
Week four	

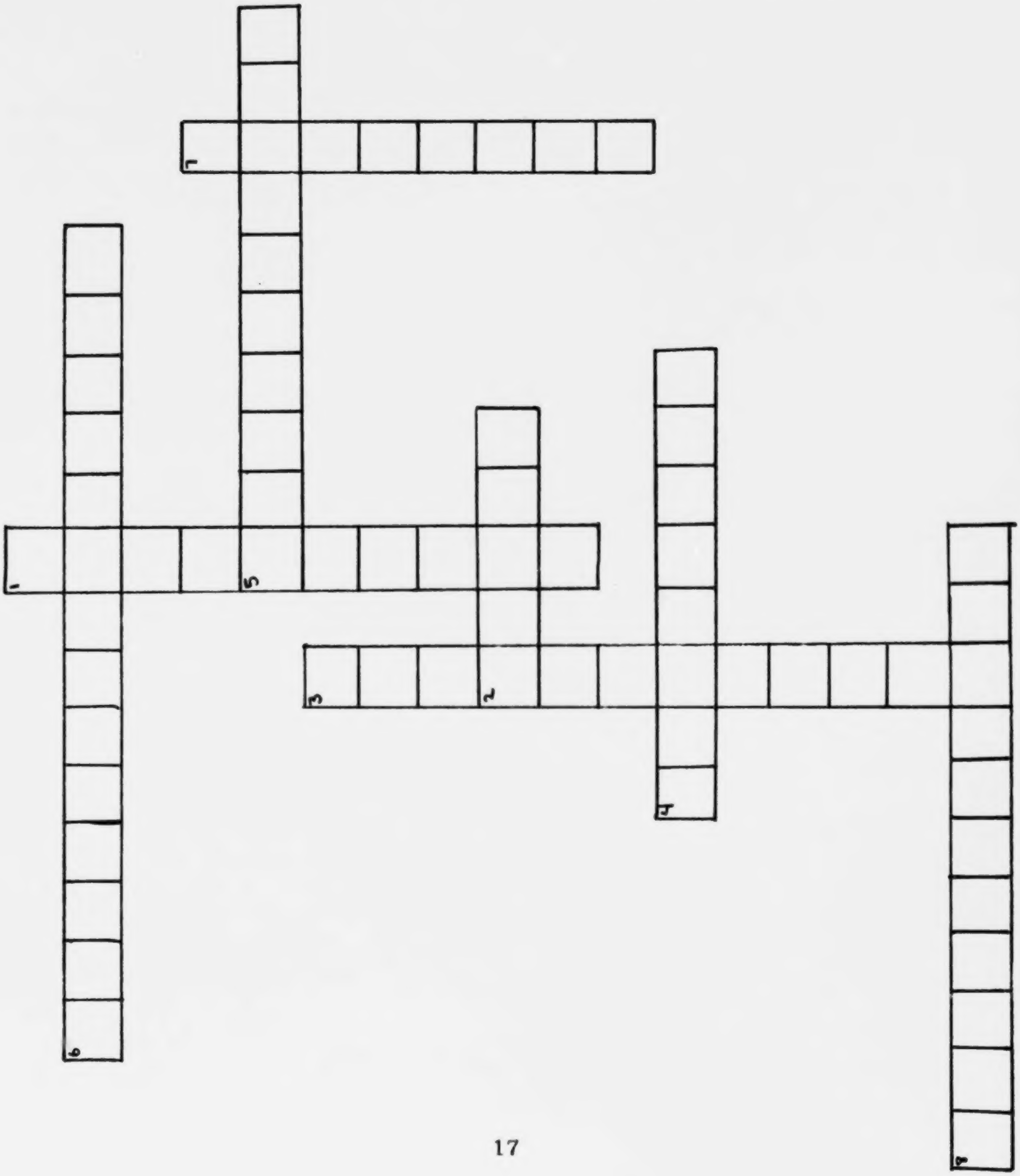
Month	
Week one	
Week two	
Week three	
Week four	

Month	
Week one	
Week two	
Week three	
Week four	

Student Handout #6

Curricular Organization Crossword Puzzle

Directions: Using the descriptions of words discussed in class (Handout #7) complete the crossword puzzle.



Student Handout #7

Curricular Organization Crossword Puzzle Words

CURRICULAR ORGANIZATION

Down

1. activities that are planned by the teacher
3. activities chosen by the child
7. a great deal of ____________ must take place in order for the goals of the program to be met.

Across

2. a broad topic of study related to important community events, holidays or interesting occurrences
4. often directly related to the success of an activity
5. the caregiver should include activities in each of the ____________ areas on a daily basis.
6. ___________ methods will help the caregiver plan more carefully and efficiently developed ____________.

UNIT: Planning Learning Activities

CONCEPT: Plans Based on Goals and Behavioral Objectives

GENERALIZATIONS

1. A program for young children is implemented to achieve specified goals and objectives.
2. Specific objectives are the key to providing young children with meaningful and worthwhile experiences.
3. Behavioral objectives are precise statements of the behavior which indicates (the child's) learning at an acceptable level.

PERFORMANCE OBJECTIVES

Upon completion of the lesson, the student should be able to:

1. Explain why the identification of goals and objectives is important.
2. List the major program developmental areas that require objectives.
3. Demonstrate the ability to write behavioral objectives.
4. Plan and use objectives in conducting an activity for children.

OUTLINE

I. Goals of Early Childhood Education
   A. Goals and Objectives Defined
   B. Goal Organization
II. Behavioral Objectives
   A. Behavioral Objectives Defined
   B. Writing the Behavioral Objective

REVIEW OF SELECTED LITERATURE

A program for young children is implemented to achieve specified goals and objectives. The goals of the program are the broadly stated expectations for the children. Objectives are specific tasks and skills expected of each child. The curriculum is then formulated based on these goals and objectives (Draper and Draper, 1975).

One method of organizing the broad curricular goals is by focusing on the areas of human growth and development: (1) cognitive or mental development, (2) language development, (3) physical development, (4) emotional development, and (5) social development (Figure #1). Hildebrand (1981) stated that each area is interrelated, and a deficiency in one area of development can create inadequacies in others. In planning for young children to reach their fullest potential, the caregiver must plan activities which will enhance each area of development.

Robison (1983) provided specific goals for each area of development. The caregiver may wish to use these as a framework for observing children in the classroom and as a basis for the selection of individual activities. The goals are listed as follows:

Cognitive goals

Become task oriented and persist at tasks for reasonable periods.
Complete puzzles of reasonable complexity.
Create, copy, and complete patterns of various kinds with pegs, blocks, beads and many other materials.
Complete tasks requiring use of quantitative, spatial, or other relationships.
Sort and classify objects and seriate objects at reasonable levels of complexity.
Match objects on a one-to-one basis.
Seek cause-and-effect relationship experiences with concrete objects.
Differentiate and identify common geometric shapes.
Compare and contrast objects, symbols, and events on specified or selected attributes.
Use numerals and quantitative concepts to refer to objects and operations.

Language goals

Speak spontaneously and freely.
Speak fluently in one's first language.
Understand and speak English fluently.
Use adequate vocabulary to express ideas and feelings.
Use adequate vocabulary to name colors, shapes, and quantitative concepts.
Speak without immaturities in articulation or word use.
Verbally express relations of quantity, space and time.
Use language to express fantasy and imaginative ideas.
Use standard English syntax when it is appropriate.
Follow oral directions.
Recognize and write one's full name.
Identify, discriminate, and write letters of the alphabet, both lower and upper case.

Read some selected words in a sight-word vocabulary.
Use selected phonic word attack skills.
Use picture, configuration, and context clues to story reading.
Enjoy listening to stories, retell and dramatize stories.
Succeed in beginning reading tasks and in continuing reading skill development.

Physical goals

Be independent in toileting, eating, dressing, and undressing.
Tie shoelaces, and zip, button, buckle, or take care of other clothing needs.
Take reasonable care of one's clothing and outer garments.
Wash hands before eating.
Control art, writing materials, and other small-muscle equipment at reasonable levels.
Gently handle books and materials to reduce wear and tear.
Safely use large-muscle equipment such as climbing apparatus, bicycles, and blocks.
Independently use swings, including "pumping," and use walking boards and sand and water materials without help.
Pour juice and serve oneself without mess or spills.
Join in games, dances, walks, trips, and group activities with adequate physical skill, stamina, and control.
Throw and catch a ball.
Hop on both feet and on one foot.
Skip and run.
Walk a designated path forward and backward.
Do a somersault.
Jump over objects of various heights and widths.
Walk sidewise (shuffle and crossover steps).
Toss a bean bag to hit a large target at a reasonable distance.
Place pegs on a pegboard in some patterned way.
Clap rhythmically.

Emotional goals

Separate successfully from parents for the daily school session.
Enter freely into activities chosen from among those offered in the classroom.
Express needs and find ways to meet them.
Behave with reasonable emotional balance.
Relate to adults without extreme dependency.
Accept, offer, and seek help that is needed.
Cooperate with the group, for group purposes.
Offer and reciprocate offers of friendship.
Accept differences among children and adults as natural without affecting anyone's dignity and value as a human being.
Express ideas and feelings freely, orally, and in socially acceptable ways.
Accept reasonable limits on behavior for safety and for respecting the rights of others.

Use problem-solving procedures to find solutions to the many problems met in daily classroom living.

Social goals

Take turns and share.
Cooperate in small or large group activities of reasonable duration.
Maintain silence for brief periods when necessary.
Volunteer to initiate or complete group activities or follow a leader.
Follow rules reasonably well.
Request exemption from rules when necessary.
Contribute to group planning.
Interact courteously with others.
Use socially approved forms of expressing anger, hostility, and other emotions.
Make friends among the children and relate to the adults in reasonable, acceptable ways.

In listing the elements which make a "good day for young children," Hendrick (1970) stated that a good curriculum must be planned with definite objectives in mind. Research validates that formulating and carrying out a specific plan for a preschool program is fundamental to the successful development of the children. A curriculum is not something that can be relied on to develop spontaneously as the day progresses.

The specific objectives, based on the broad goals of the program, are the key to providing young children with meaningful and worthwhile experiences. Mager (1962) formulated a method of specifying visible, detectable objectives termed "behavioral objectives." These precise statements of behavior can be accepted as evidence of the learner's having achieved what was set out to be accomplished. A behavioral objective is a statement that answers the following questions:

1. What is it that we must teach?

2. How will we know when we have taught it?

3. What materials and procedures will work best to teach what we wish to teach?

In writing behavioral objectives the caregiver will want to pay particular attention to the use of language. Since behavioral objectives are specific, the language used must be specific. Mager (1962) suggested looking at the following words and deciding just how well each of them communicates what will be taught and learned:

General	**Specific**
to know	to name
to understand	to identify
to appreciate	to construct
to enjoy	to compare
to believe	to solve

Mager (1962) gives these suggestions for writing behavioral objectives:

1. Identify by name the terminal behavioral you desire. (Example: Name the animals that live on a farm.)

2. Try to define the desired behavior further by describing the conditions under which the behavior will be expected to occur. Example: (When given a set of pictures of farm and zoo animals, the children will be able to identify and name the animals that live on a farm.)

3. Specify the criteria of acceptable performance by describing how well the learner must perform. (Example: The child will select three out of the five farm animals.)

Objectives stated in these terms--specific behaviors related to lesson content--facilitate the teaching-learning process as well as evaluation of that process. Behavioral objectives provide a list of those behaviors which are the basis of the lesson, and are therefore the focus of teaching and evaluation. In the units which follow, behavioral objectives have been identified for the activities suggested in that curricular area.

REFERENCES

Draper, M. W. and Draper, H. E. Caring for children, 2nd Edition. Peoria, Illinois: Chas. A. Bennett, 1975.

Hendrick, J. The whole child: New trends in early education. St. Louis: C. V. Mosby, 1980.

Hildebrand, V. Introduction to early education, New York: Macmillan, 1981.

Mager, R. F. Preparing instructional objectives. Palo Alto, California: Fearon, 1962.

Robison, H. F. Exploring teaching in early childhood education. Boston: Allyn and Bacon, 1983.

LEARNING ACTIVITIES

1. Title: Writing Behavioral Objectives

   Description: The caregiver should be able to write behavioral objectives in each curricular area to ensure a balance in planning.

   Directions: Using Student Handout #1, have students write one behavioral objective for each curricular area. Students need to list the activity for which the objective was written.

   Curricular Areas:
   - language arts
   - music
   - math
   - movement
   - science
   - social studies
   - graphic arts

VOCABULARY

1. Goals--Broadly stated desires and expectations for children.
2. Objectives--Specific tasks and skills expected of each child.
3. Behavioral Objectives--Precise statements of behavior which can be accepted as evidence of the child's having achieved what was set out to be accomplished.
4. Cognitive Goals--Goals for young children in the area of intellectual development.
5. Seriate--Arrange according to size.

INSTRUCTIONAL AIDS

1. Title: Student Handout #8

Description: The student handout "Writing Behavioral Objectives" illustrates three important elements of writing a behavioral objective.

Materials Needed: transparency materials, overhead projector

2. Title: Filmstrip

Description: The filmstrip "Individualizing Early Childhood Education" will aid in planning. This filmstrip can be obtained from:

Careers Aids, Inc.
5024 Lankershim Boulevard
North Hollywood, CA 91601

EVALUATION

Title: Test

Description: Use the following questions as a basis for evaluation.

Fill in the blank with the appropriate term.

1. **(Specific)** goals and objectives are the key to implementation of an effective program for young children.
2. **(Emotional)** goals involve enhancing the way children feel about themselves.

3. **(Objectives)** are the specific tasks and skills expected of each child.

4. Mager formulated a method of specifying visible, detectable objectives for young children, termed **(behavioral objectives)**.

5. Objectives stated in specific behaviors related to lesson content facilitate the teaching-learning process as well as its **(evaluation)**.

6. Read the following list and indicate whether the goals listed are a part of cognitive development, language development, physical development, emotional development, or social development.

C -- Cognitive
E -- Emotional
P -- Physical
L -- Language
S -- Social

(E) 1. Separates successfully from parents.

(P) 2. Zips coat.

(L) 3. Enjoys listening to stories.

(C) 4. Sorts and classifies objects.

(C) 5. Persists in tasks for a reasonable period of time.

(S) 6. Takes turns and shares.

(P) 7. Skips and runs.

(S) 8. Makes new friends.

(E) 9. Accepts reasonable limits on behavior.

(P) 10. Eats independently.

Using Student Handout #8, answer questions 7-10 below.

7. List five specific words that are appropriate for behavioral objectives and are measurable.

    1. **name**
    2. **solve**
    3. **compare**
    4. **identify**
    5. **construct**

8. List the three questions that behavioral objectives answer.

   1. **What is it that we must teach?**
   2. **How will we know when we have taught it?**
   3. **What materials and procedures will work best to teach what we wish to teach?**

9. Write three behavioral objectives in the suggested curricular areas. Underline the word that demonstrates a specific behavior.

Language Arts	1.	**After hearing the story the children will be able to identify three of the characters.**
Movement	2.	**The child will be able to name body parts he or she can use for rhythm.**
Math	3.	**After the child is given the materials he or she will be able to sort the shapes into the appropriate box.**

10. List three suggestions that Mager gives for writing behavioral objectives.

   1. **Identify by name the terminal behavior you desire.**
   2. **Try to define the desired behavior further by describing the conditions under which the behavior will be expected to occur.**
   3. **Specify the criteria of acceptable performance by describing how well the learner must perform.**

Figure #1

AREAS OF HUMAN DEVELOPMENT

I. Cognitive Development

II. Language Development

III. Physical Development

IV. Emotional Development

V. Social Development

Student Handout #8

Writing Behavioral Objectives

1. Behavioral objectives should answer the following questions:

   a. What is it that we must teach?

   b. How will we know when we have taught it?

   c. What materials and procedures will work best to teach what we wish to teach?

2. They are defined in terms of specific behavior.
   Words open to many interpretations: (avoid these words)
   - to know
   - to want
   - to appreciate
   - to master
   - to grasp the significance of
   - to enjoy
   - to stand
   - to respect
   - to believe
   - to have faith in
   - to feel
   - to learn
   - to like
   - to sit
   - to bend

   Words open to fewer interpretations:
   - to identify
   - to distinguish
   - to construct
   - to name
   - to order
   - to describe
   - to state
   - to apply
   - to demonstrate
   - to interpret
   - to assemble
   - to count
   - to recognize
   - to match
   - to listen
   - to tell
   - to compare
   - to draw
   - to sing
   - to jump
   - to run
   - to leap
   - to fold
   - to bend
   - to paste
   - to paint
   - to pat
   - to mix
   - to roll
   - to beat
   - to cut
   - to peel
   - to slice
   - to tear
   - to press
   - to rub
   - to shake
   - to feel (texture)
   - to stir
   - to wrap
   - to cover
   - to wipe

3. They identify the kind of performance that will be accepted as evidence that the learner has achieved the objective.

   Examples are:
   a. To be able to tell the names of four birds by looking at bird pictures.
   b. To be able to fold a piece of paper in half.
   c. To be able to beat one egg until frothy.
   d. To be able to cut a picture of a house from a magazine.

CHILD CARE

UNIT: APPROPRIATE EXPERIENCES FOR THE YOUNG CHILD

SUGGESTED TIME: SEVEN WEEKS

UNIT: Appropriate Experiences for the Young Child

CONCEPT: Graphic Arts

GENERALIZATIONS

1. The sequence of art development is directly related to the motor development of the young child.
2. Art experiences focus on the process of creating rather than the product which is created.
3. A high-quality program for young children includes many opportunities for creative expression through the use of a wide variety of art materials.
4. The role of the caregiver in an art program is to provide a carefully planned environment, appropriate materials and the freedom and time to explore and create.

PERFORMANCE OBJECTIVES

Upon completion of the lesson, the student should be able to

1. Describe the relationship between motor development of the young child and art development.
2. List reasons for an art program focused on process rather than product.
3. List and describe the four major stages in art development.
4. State the purposes of an art program for young children.
5. Define creativity as it relates to the art program.
6. Describe the role of the caregiver in an art program.
7. List reasons why the art program is somewhat different for the toddler.
8. Describe environmental changes needed to prepare for an art program.
9. List basic art materials needed for an art program.
10. List and describe several appropriate art activities for young children.

OUTLINE

I. Development of Child Art
  A. Motor Development
  B. Exploration and Expression
  C. Stages of Scribbling
II. Plans for the Art Program
  A. Objectives of the Art Program
  B. Role of the Teacher in the Art Program
  C. Special Needs of the Toddler
III. Implementation of the Art Program
  A. The Art Environment
  B. Art Materials and Equipment
  C. Art Activities
    1. For the Preschool Child
    2. For the School-aged Child

REVIEW OF SELECTED LITERATURE

Guiding children in art activities is easier for the caregiver if child art is valued and understood (Robison, 1983). Art development can be observed in relation to the motor development sequence described in the Child Development Curriculum Guide, Volume II (Bulletin 1664), Louisiana State Department of Education, (p. 192).

Because the year-old child can control only the movement of his or her shoulder, the child makes a pumping motion resulting in vertical or horizontal strokes. The child has very little ability to direct the individual parts of the arm and the hand. Gradually, as the child continues to develop, the elbow will come under control. The lines will begin to show slight curves. From the elbow, the ability to direct arm movement eventually reaches the child's wrist. Circles, ovals and spirals often result during the period the child is three to four years old. As a child begins to direct some of the smaller muscles of the hand, drawing becomes much more complex (Cherry, 1972).

As muscles develop and motor skills are being perfected the young child is also developing his or her modes of exploration and means of expression. It is in recognizing the importance of the development of the ability to explore and express that the art activity should be focused on the process, or the actual experience of creating, rather than on the product (Robison, 1983).

Kellogg (1970) in her studies of children's scribbles has shown that children universally proceed through the same series of stages in their early art development. The approximate life cycle of scribbling begins at age two, or even earlier, and extends through ages four and five. The four major stages are as follows:

1. The placement stage. The two- or three-year-old child experiments spontaneously with basic scribbles on paper or another surface.

2. The shape stage. Three- or four-year-old children discover that some of their scribbles actually are shapes.

3. The design stage. The child combines different shapes and lines into structured designs or diagrams.

4. The pictorial stage. The scribble art of the four- and five-year-old will generally start to resemble familiar objects according to adult standards. (Figure #3)

According to Day (1975) an art program will provide children opportunities to:

1. Work with a wide variety of materials (varied sizes, shapes, and textures).

2. Receive sensory pleasure by working with various materials.

3. Discover color, shape, and texture by using various materials.

4. Find success by creating an expression of self.

5. Use visual expression as a means of communication.

6. Express feelings and emotions through painting, finger painting, working with clay and constructions.

7. Develop fine muscles and eye-hand coordination by cutting, pasting, painting, etc.

8. Become familiar with and experience the ways great artists have expressed themselves through different media.

As these objectives are attained, children will begin exploring their individual creative potential. Hildebrand (1981) stated that creativity is the ability to see new relationships between previously unrelated objects or ideas, to push boundaries beyond present knowledge and to organize ideas aesthetically. A high-quality program for young children provides numerous opportunities and avenues for creative expression.

The primary role of the caregiver in an art program is to provide the necessary materials, plenty of time and the freedom to create and explore. By carefully setting ground rules the caregiver can then be free to observe, question and listen. Guidelines for a caregiver to follow when considering an art program include:

1. Allow the child to explore, experiment, change, and originate without adult interference.

2. Be involved. Even though you allow the child to work without interference, your interest in what the child is doing and your appreciation of what is being created will offer motivation and reassurance.

3. Help the child please himself or herself. Let the child know that he or she is the only one to please and that the child is the sole owner of the work.

4. Offer help in learning skills or if the child loses control of the materials, aid him or her in recovery.

5. Avoid the use of models. Adult standards should never be imposed on children's artwork. Inappropriate materials include coloring books, mimeographed drawings, and patterns.

6. Interpret the art program to parents. Help parents understand the purpose of creative developmental art. Explain that artwork is not just something to take home, but a process that meets developmental needs.

7. Show children that you value their creations by attractively displaying them on their eye-level in the classroom. (Cherry, 1972)

Fucigna, Ives and Ives (1982) recognized the importance of providing a meaningful and appropriate art program for the toddler. The art experience for the toddler is very different from that of a three- or four-year-old in that their art products are frequently explorations of motor activity. Not only do toddlers begin to acquire new motor skills through art activity but they also make advances in the development of social relations with both adults and peers. Based on this knowledge, caregivers should plan activities that allow toddlers to use motor skills in a variety of ways. Providing parallel work spaces facilitates the emergence of peer stimulation.

The art environment should be planned to ensure that ground rules are easy to follow and developmental goals can be easily achieved. The actual art center is most conveniently located near a water source, on an uncarpeted area, away from the general flow of traffic and in a well-lighted area. A child-sized easel should be available in the center for work with paints, markers, or chalk. The outdoor setting can be an ideal location for many of the "messy" art activities.

Art materials should be plentiful and of high quality. Materials offered in painted boxes, colorful trays, aluminum foil baking dishes or wooden containers will be attractive to young children and readily used (Cherry, 1972). Basic supplies and materials needed for an art program include:

- Aprons
- Beads
- Brushes
- Chalk
- Clay
- Cloth
- Clothes pins
- Collage materials*
- Containers
- Cookie cutters
- Crayons
- Drying rack
- Easels
- Glue
- Hole punchers
- Laces
- Marking pens
- Masking tape
- Paint:
  - Fingerpaint
  - Dry Tempra
  - Liquid Tempra
  - Watercolors
- Paper goods**
- Paste
- Pencils
- Pie Tins
- Play Dough
- Rolling pins
- Rope
- Salt
- Sand
- Scissors
- Scotch tape
- Soap:
  - Flakes
  - Liquid
- Sponges
- Squeeze bottles
- Stapler
- Staples
- Starch
- String
- Twine
- Tongue depressors
- Tooth picks
- Wood pieces
- Yarn

* May include: cloth, leather, plastic, paper, old
cards, buttons, styrofoam, yarn,
ribbons, sequins, glitter, beads,
egg shells . . .

**Provide variety: construction paper, newsprint, computer paper, butcher paper, cardboard, wrapping paper, egg cartons

(Sciarra and Dorsey, 1979)

Presented below are a variety of appropriate art activities for young children. By carefully planning activities such as these, you will expose the young child to a wide variety of art materials.

ART ACTIVITIES FOR YOUNG CHILDREN

ART ACTIVITY	**BEHAVIORAL OBJECTIVE**	**MATERIALS NEEDED**	**METHOD FOR PRESENTATION**
Painting Easel Painting (Offer daily, if possible)	After being presented with the materials, the child will create at least one picture by using paint.	Easel Newsprint (20"x27" recommended) Tempra paint Paint cups Brushes (12 inch handles) Clothes pins Newspaper	Tempra paint can be purchased from art shops or school supply companies. Add powdered detergent or liquid starch for a thick, creamy consistency. Spread newspaper below easel for easy clean up. Two papers at the easel encourages socialization while creating.
String Painting	After being presented with the materials, the child will create at least one picture by using the string and paint.	Tempra paint Construction Paper Yarn	Either have the child move the wet string across the paper or fold the paper over the string, then pull the string out.

ART ACTIVITY	BEHAVIORAL OBJECTIVE	MATERIALS NEEDED	METHOD FOR PRESENTATION
Finger Painting	After being presented with the materials, the child will paint at least one picture using his/her fingers.	Commercial or homemade fingerpaint Glossy paper	(See Recipes under Learning Activities.) Children may enjoy finger painting directly onto the table and having the caregiver press a clean sheet of paper on their design. Shaving cream is an enjoyable fingerpaint material.
Foot Painting	After being presented with the materials, the child will paint at least one picture by stepping in paint and walking on paper.	Tempra paint Long sheets of paper Basin or tub of warm water Towels	When the weather is warm, allow children to remove shoes and socks. Either have children step into containers of paint or have a caregiver paint the bottom of the child's feet with a paint brush.

ART ACTIVITY	BEHAVIORAL OBJECTIVE	MATERIALS NEEDED	METHOD FOR PRESENTATION
Drawing Crayons	After being presented with the materials, the child will create at least one picture by placing items under paper and rubbing crayons over them.	Chunky crayons Blank paper--newsprint, manila, or colored mimeograph paper	Allow children to make rubbings by placing an item such as a leaf under the paper and rubbing the paper with the crayon.
Felt pens	After being presented with materials, the child will create at least one picture by drawing with felt pens.	Washable felt markers Newsprint, construction paper	Provide both at an easel and at a flat surface.
Chalk	After being presented with the materials, the child will create at least one picture by drawing with colored chalk.	Colored and white chalk Chalkboard Construction paper Liquid to dip chalk in	Chalk dipped in liquid starch, buttermilk or sugar-water will adhere to the paper better.
Gluing Collage	After being presented with the materials, the child will create at least one picture by gluing objects to the paper.	Construction paper Collage materials (see material list) Squeeze bottles or Small bowls of glue Small paint brushes	Thin glue slightly by adding a small amount of water.

ART ACTIVITY	BEHAVIORAL OBJECTIVE	MATERIALS NEEDED	METHOD FOR PRESENTATION
Three-dimensional Art	After being presented with the materials, the child will create and paint a sculpture by gluing materials together.	Glue Materials for construction (boxes, tubes, spools, wood pieces)	After drying, the sculpture can be painted.
Modeling Ceramic Clay	After being presented with the clay, the child will mold the clay into the desired shape using his/her hands.	Clay	Provide no tools. This encourages direct modeling with hands.
Playdough	After being presented with the materials, the child will use the playdough to create objects of his/her choice.	Playdough (see recipes under Learning Activities) Tools (cookie cutters, plastic knives, rolling pins)	Very stimulating for socialization. May try using in housekeeping center.
Leaf Press	Aided by the caregiver the child will create at least one picture by using the iron to press leaves.	Collected leaves Waxed paper Iron (closely supervised)	Children arrange leaves on the waxed paper. Caregiver and child iron the waxed paper to make pieces stick together.

(Adapted from Cherry, 1972; Hildebrand, 1984)

Unstructured materials form the basis of the graphic arts program for the school-aged child. Painting, modeling with clay or dough, and creation with collage materials are all appropriate and meaningful activities for both the school-aged child and the preschool child. The program for the school-aged child may differ because the children can plan more complex projects involving a greater variety of materials and greater skill for construction.

ART ACTIVITIES FOR THE SCHOOL-AGED CHILD

ACTIVITY	BEHAVIORAL OBJECTIVE	MATERIALS NEEDED	PROCEDURE
Sculpture	After being presented with the materials, the child will carve a sculpture design using a blunt knife.	Plaster of Paris sculpture Container Blunt knives	Mix 4 cups plaster with 1 quart of water. Pour into a 1 quart milk carton or other container and let mixture harden. Remove plaster and allow children to carve a design with a knife.
Crayon Melt	After being presented with the materials, the child will melt crayons in an electric skillet to create a drawing.	Electric skillet Old crayons Newspaper Construction paper Kitchen utensil	Heat electric skillet on a low setting. Place a small amount of newspaper in the skillet. Place construction paper over the newspaper. Allow children to color on the paper. Crayons will melt as the children draw. Caregiver should hold paper down with a utensil as the child draws.

ACTIVITY	BEHAVIORAL OBJECTIVE	MATERIALS NEEDED	PROCEDURE
Leather Work	After being presented with the materials, the child will construct a design using leather materials.	Leather scraps and pieces Modeling, stamping tools	Leather can be used on collages, glued to wood for bookends, made into billfolds, key rings and other objects. Wet leather with sponge and press down with modeler to make desired design on leather.
Sawdust Modeling	After being presented with the materials, the child will mold a sculpture to the desired shape.	2 cups sawdust 1 cup flour or wheat paste 1 tablespoon glue Liquid starch	Mix ingredients to a workable consistency. The products can be dried and painted.

(Adapted from Blair, Brady, Biecher, Hiteshew, Zavitkovsky, Zavitkovsky, 1977)

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6 Davis Drive
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New York, NY 10017

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Young Children
1834 Connecticut Ave., N.W.
Washington, D.C. 20009

A journal article describing Kellogg's stages of art development in detail.

LEARNING ACTIVITIES

1. Title: Plan an inventory of art materials

   Description: One responsibility of a caregiver of young children is to maintain a well-organized supply of art materials for young children. The materials may be obtained from many different sources, and it is not always necessary to purchase them all.

   Directions: Complete the following plan for an inventory of art materials.

ITEM	DESCRIPTION	HOW STORED	ACTIVITIES FOR WHICH ITEM IS USED

2. Title: Preparation of art recipes for activities

Description: The caregiver of young children will often need to prepare recipes of art materials before the children are able to participate.

Directions: Prepare the following recipes:

PLAY DOUGH

2 cups flour
1 cup salt
2 cups water

Food coloring
2 tablespoons salad oil
4 teaspoons cream of tartar

Mix all ingredients together. Cook mixture until it thickens into a soft ball. Allow it to cool enough to handle. Knead immediately; children will enjoy a turn to knead. Store in an airtight container or zip lock bag.

FINGERPAINT

Liquid starch

Powdered tempra paint

Pour ½ cup liquid starch into a bowl or cup. Slowly add paint to starch while stirring until mixture is thick and creamy.

SOAP-FLAKE FINGERPAINT

Mix in a small bowl:
  powdered laundry detergent
  a small amount of water

Beat with an eggbeater until stiff. Use white soap on dark paper or add color to the soap and use it on light-colored paper. This gives a nice three-dimensional effect.

CRAFT CLAY

1 cup cornstarch
2 cups baking soda

1¼ cups water

Mix cornstarch and soda, then add water. Stir over medium heat until thick. Knead. This recipe is great for making figures to paint later. Store in an airtight container. (Figure # 4)

PUTTY DOUGH

1 cup liquid starch
2 cups white glue

Mix ingredients in bowl. Knead with hands until smooth. Food coloring may be added. Refrigerate and store in an airtight container.

3. Title: Prepare cards for card file.

Description: Using the format below, prepare five cards in the area of graphic arts for an activity card file.

1. Curricular Area:

2. Title of Activity:

3. Objective(s):

4. Concept(s):

5. Materials Needed:

4. Description of Experience:

5 Reference(s):

VOCABULARY

1. Art Development--The procession which young children follow in their ability to create new ideas and products using art materials.
2. Creativity--The ability to see new relationships between previously unrelated objects or ideas, to push boundaries beyond present knowledge, and to organize ideas aesthetically.
3. Graphic Arts--A curricular area in the early childhood education program which provides young children with opportunities to create, explore, and discover using various media.
4. Unstructured Art Media--Art materials for young children, such as paint and clay, which do not suggest a specific or predetermined product to be created.

INSTRUCTIONAL AIDS

1. Title: Transparency

   Description: A transparency listing the four major stages in art development (Figure #2)

   Materials Needed: One transparency sheet, felt-tipped pens, overhead projector

2. Title: Bulletin Board

   Description: Prepare or have young children prepare a variety of appropriate art creations to display on a bulletin board entitled "The Art Process." Mount art creations such as easel painting, collage, fingerpainting, leaf press, chalk drawing, footpainting or string painting (Figure #4)

   Materials Needed: Children's art work, black construction paper for mounting, background, letters

3. Title: Poster

   Description: Draw a poster illustrating the recipe for Craft Clay. This can be used as students prepare the recipe as a learning activity, or they can each prepare a similar poster to use with young children (Figure #3)

   Materials Needed: White poster board, felt tip pens, clear contact paper (optional)

EVALUATION

1. Title: Written Evaluation

Description: Students should answer the following questions to show an understanding of the material.

1. Describe the fine motor skills of children in the following age groupings:

   a. Year-old child experimenting with crayons:

   Controls only shoulder movement; makes pumping motions resulting in either horizontal or vertical strokes.

   b. Three- to four-year-old child painting at the easel:

   Child has more control over the arm and hand. Circles, ovals, and spirals will begin to appear.

2. Match the stage of art development to the correct description. Write the correct numbers in the blanks.

(1) a.	The child has made a drawing recognizable as a house	1. Pictorial Stage
(2) b.	The child uses shapes and lines as he or she works with magic markers	2. Design Stage
(4) c.	Basic scribbles on a variety of surfaces keep the child occupied.	3. Shape Stage
(3) d.	The child discovers that the scribbles he has made resemble a boat.	4. Placement Stage

3. Select from the following list some of the objectives a caregiver should consider when planning an art program for young children. Mark each correct statement with an "x."

   The child will be given the opportunity to

   _____ a. create an art product by using a coloring book and crayons.

(X) b. become familiar with the ways great artists have expressed themselves through different media and encourage children to do the same.

(X) c. express feelings and emotions through painting, finger painting, working with clay, and construction.

_____ d. work within very structured time frameworks to teach time efficiency.

(X) e. receive sensory pleasure by working with various materials.

(X) f. use visual expression as a means of communication.

(X) g. develop fine muscles and eye-hand coordination by cutting, pasting, painting, etc.

4. Discuss the role of the caregiver in the creative art program.

   a. **Keep hands off. Encourage the child to experiment.**
   b. **Be involved. Show interest and appreciation in order to motivate.**
   c. **Help the child please himself or herself.**
   d. **Offer help if child loses control of the materials.**
   e. **Avoid using models.**
   f. **Interpret the art program to the parents.**
   g. **Display children's art work.**

5. List six materials to collect for an art program.

   a. **Paint**
   b. **Glue**
   c. **Collage materials**
   d. **Crayons**
   e. **Paper goods**
   f. **Starch**

6. Complete the following chart on preparing for and executing art activities.

ART ACTIVITY	MATERIALS NEEDED	PRESENTATION METHODS
Finger Painting	Commercial or Home-made finger paint Glossy paper	Children may paint on paper or directly on a table. Smocks or aprons should be worn.
Chalk	Colored or white chalk Chalkboard Construction paper Liquid to dip chalk in	Have children dip chalk in buttermilk, liquid starch, or sugar water so that chalk will adhere to paper.
Collage	Construction paper Collage materials Glue	Thin glue slightly with water. Collage materials may include buttons, fabric scraps, paper shapes, glitter, etc.

Figure # 2

The Four Major Stages of Art Development

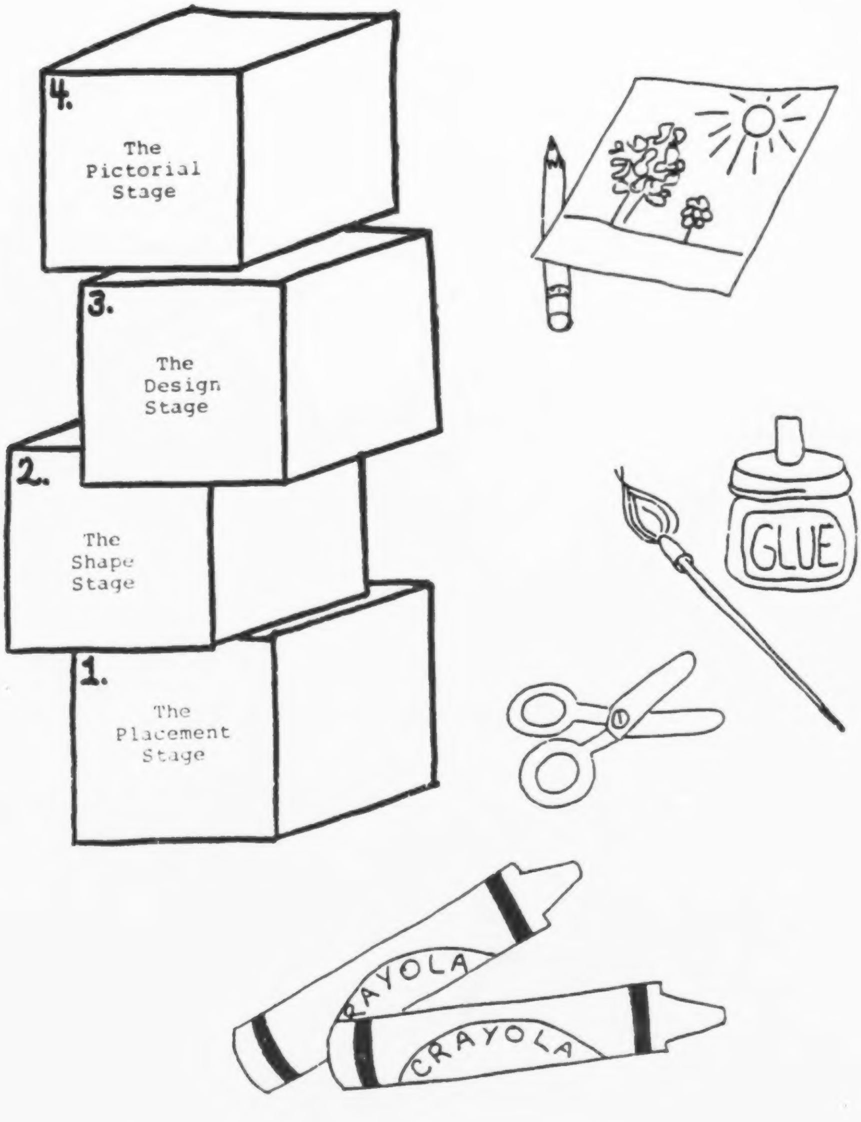
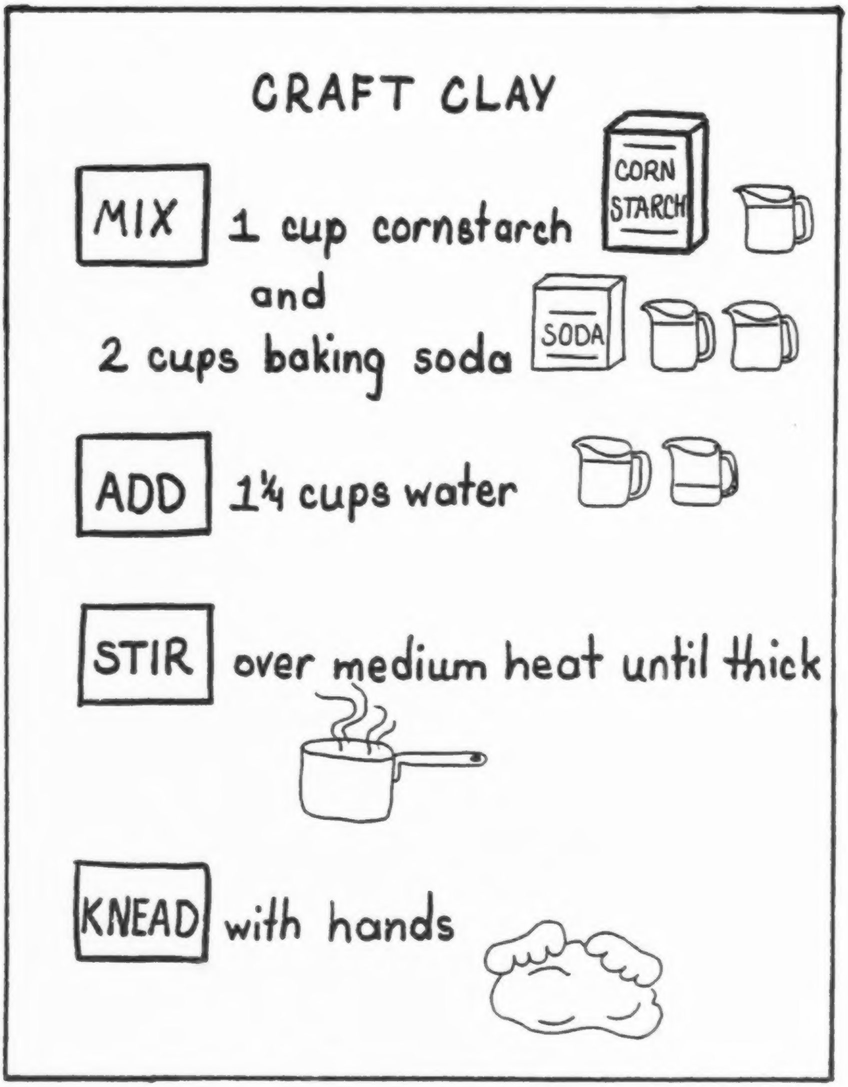

4.
The Pictorial Stage
3.
The Design Stage
2.
The Shape Stage
1.
The Placement Stage
GLUE
CRAYOLA
CRAYOLA

Figure # 3


CORN STARCH
SODA

CRAFT CLAY

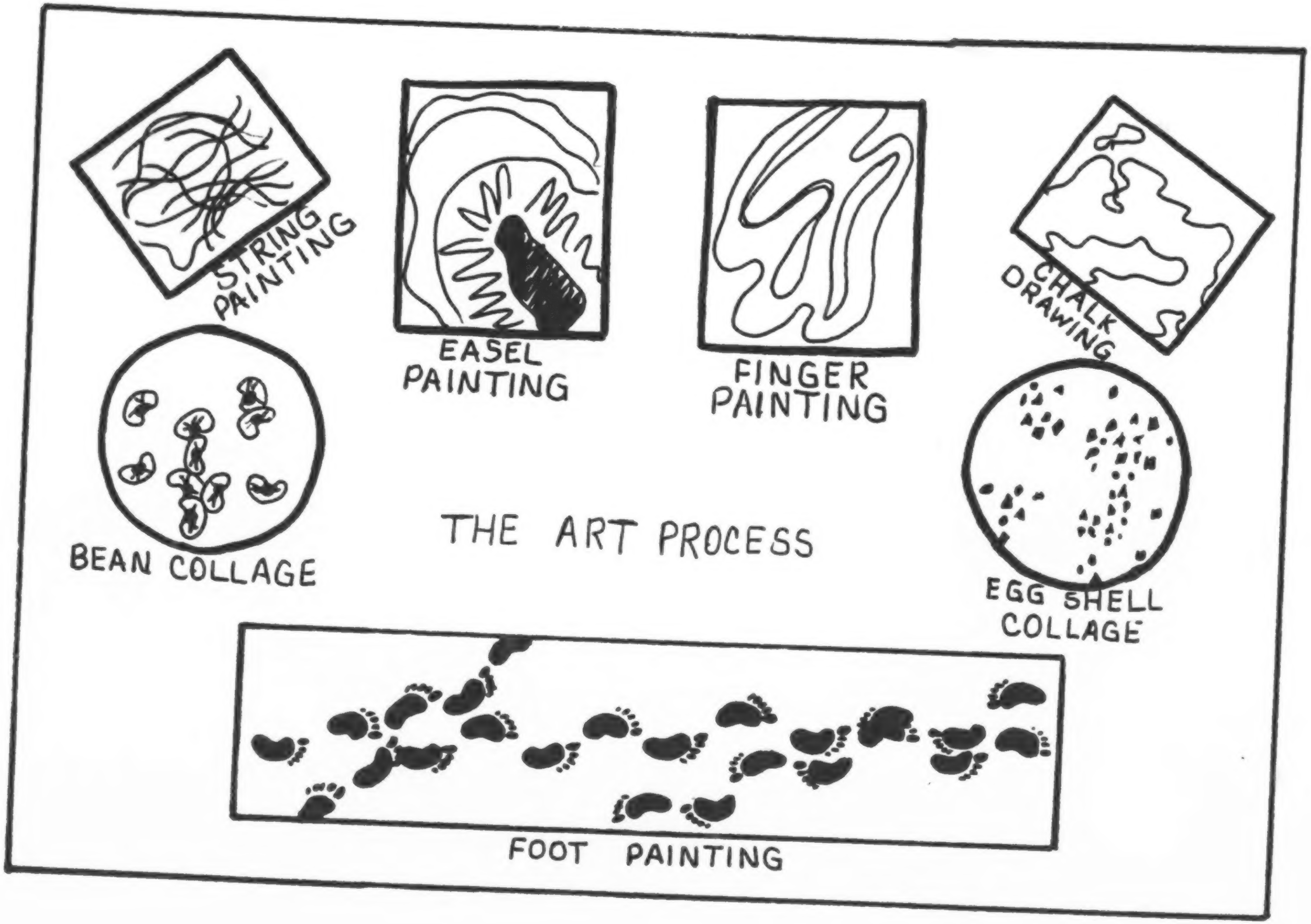
MIX 1 cup cornstarch
and
2 cups baking soda

ADD 1¼ cups water

STIR over medium heat until thick

KNEAD with hands

Figure #4


STRING PAINTING
EASEL PAINTING
FINGER PAINTING
CHALK DRAWING
BEAN COLLAGE
THE ART PROCESS
EGG SHELL COLLAGE
FOOT PAINTING

UNIT: Appropriate Experiences for the Young Child

CONCEPT: Language Arts

GENERALIZATIONS

1. Language development is a communication process which includes both speech and concept formation.

2. The child having a variety of concrete experiences will develop accurate concepts.

3. The early childhood language arts program emphasizes the four components of communication: listening, speaking, prereading, and prewriting.

4. The children's books chosen by the caregiver will be an important part of the language arts program.

5. Wholesome attitudes toward books and reading are first developed during the preschool years.

6. The language arts center is located in a quiet area of the classroom and includes a variety of appropriate books, language arts activities, and materials and supplies needed to encourage the development of language skills.

PERFORMANCE OBJECTIVES

Upon completion of the lesson, the student should be able to:

1. Plan appropriate learning experiences that will enhance the four components of communication.

2. Design a language arts center that motivates the children to participate in activities that promote language development.

3. Determine the kinds of books that are appropriate for the child's age level.

4. Define the language development process.

5. Outline the caregiver's role in language development.

OUTLINE

- I. Language Development
  - A. Defined
  - B. Relation to Language Arts Curriculum
- II. Plans for the Language Arts Curriculum
  - A. Components of Communication
    - 1. Listening
    - 2. Speaking
    - 3. Prereading
    - 4. Prewriting
  - B. Objectives of the Language Art Curriculum
  - C. Importance of Children's Literature
- III. Implementation of the Language Arts Curriculum
  - A. Role of the Caregiver
  - B. The Language Arts Center
  - C. Materials and Supplies
  - D. Language Arts Activities
    - 1. For Preschool Children
    - 2. For the School-aged Child

REVIEW OF SELECTED LITERATURE

The language development of the preschool child is described in the Child Development Curriculum Guide, Volume II (Bulletin 1664), Louisiana State Department of Education, (pp. 305-307), as a communication process which includes both speech and concept formation. Many of the concepts which are being formed as language is acquired are abstract; therefore, the child will need varying concrete experiences in order to develop accurate concepts. Because concrete experiences are crucial to language development, a language arts program built around meaningful concrete activities will stimulate the acquisition of language.

The early childhood language arts program emphasizes four components of communication: listening, speaking, prereading and prewriting (Figure #5). The objectives for each component listed below will guide the caregiver in planning and preparing language arts activities that will enhance the communication process.

The caregiver will plan language arts activities that will help the child through:

(Listening)

1. Increasing attention span
2. Developing the ability to listen without interrupting
3. Noticing differences between sounds (auditory discrimination)
4. Developing skill in following instructions
5. Enjoying the experiences of others through listening

(Speaking)

1. Developing a good speaking voice that is easy to hear and understand
2. Developing habits of correct usage
3. Building a functional vocabulary
4. Organizing ideas and expressing them in proper order
5. Using language as a social tool for communication with others
6. Learning to use simple and complex sentence structures for communication

(Prereading)

1. Recognizing many examples of written communication
2. Developing an appreciation for literature
3. Developing visual skills
4. Developing left-to-right awareness
5. Increasing their vocabulary
6. Increasing oral language skills

(Prewriting)

1. Understanding the need for written communication
2. Desiring to write
3. Developing muscular and eye-hand coordination and left-to-right direction for writing
4. Recognizing and using manuscript letters

(Child Development Associate,
U.S. Dept. HEW)

The children's books chosen by the caregiver will be an important part of the language arts program. It is during the preschool years that wholesome attitudes toward books and reading are first developed. Children will learn to enjoy good literature through the caregiver's reading aloud to the entire group or to individual children. Opportunities to choose to look at picture books, filmstrips, movies, and plays also increase enjoyment of literature.

Coody (1983) compiled a list of books appropriate for reading aloud to young children; these books are also excellent choices for the reading center.

CHILDREN'S BOOKS FOR READING ALOUD

MOTHER GOOSE BOOKS

Book of Nursery and Mother Goose Rhymes, compiled and illustrated by Marquerite de Angeli. Garden City, N.Y.: Doubleday & Co., Inc., 1953. Soft, delicate black and white drawings interspersed with mellow pastel paintings make this fine edition a work of art. Contains 376 of the most popular rhymes.

The Real Mother Goose, illustrated by Blanche Fisher Wright with introduction by May Hill Arbuthnot. Chicago: Rand McNally & Co., 1944. An edition consistently popular with children for over fifty years. Contains an interesting account of the origins of Mother Goose.

ALPHABET BOOKS

ABC, An Alphabet Book, photographed by Thomas Matthiesen. New York: Platt & Munk, Publishers, 1966. Beautiful full color photographs of well known objects represent each letter of the alphabet. An excellent transition from concrete objects to semi-abstract art.

First ABC, written by Nancy Larrick and illustrated by Rene Martin. New York: Platt & Munk, Publishers, 1965. Each double page contains one large illustration with a brief, factual story about the picture. Each story is accompanied by the appropriate letter in both upper and lower case. Excellent suggestions for ways to use the book are presented for the benefit of parents and teachers.

COUNTING BOOKS

1 is One, by Tasha Tudor. New York: Henry Z. Walck, Inc., 1956. A counting book that is also a book of art. Plants and animals, flowers and fruit decorate the pages in delicate pastel colors or in soft black and white.

The Very Hungry Caterpillar, by Eric Carle. Cleveland, Ohio: Collins, William and World Publishing Company, Inc., 1972. A colorful counting book that also teaches the days of the week and the life cycle of a caterpillar. A small hole is cut completely through the book to illustrate how the hungry caterpillar eats through an amazing array of foods. Young children enjoy following the holes to trace his path from egg to butterfly.

CONCEPT BOOKS

Big One, Little Ones, by Tana Hoban. New York: William Morrow & Company, 1976. A book of black and white photography that shows mature animals and their offspring--creatures large and small. Both zoo animals and domesticated animals are represented.

MACHINES PERSONIFIED

The Little Engine That Could, by Watty Piper. New York: Platt & Munk, Publishers, 1955. A favorite story about a little engine with a difficult task to accomplish. "I think I can, I think I can" has helped many a child over a high hurdle.

Little Toot, by Hardie Gramatky, New York: G.P. Putnam's Sons, 1939. The story of a mischievous little tugboat who refuses to accept the responsibility of tugboat duties. The other boats have to do his share of the work until Little Toot finally proves his worth by courageous action in a dangerous crisis.

Mike Mulligan and His Steam Shovel, written and illustrated by Virginia Lee Burton. Boston: Houghton Mifflin Co., 1939. Mary Anne is a steam shovel with personality who digs her way into a deep hole and is unable to get out again. The ending is humorous and satisfying.

ANIMAL STORIES

Curious George, by Hans A. Rey. Boston: Houghton Mifflin Co., 1941. This curious little monkey is very much like a child as he explores and examines his environment. His curiosity leads him into trouble, but his friend in the yellow hat always rescues him. The first in a series of books about Curious George.

Harry the Dirty Dog, written by Gene Zion and illustrated by Margaret B. Graham. New York: Harper & Row, Publishers, 1956. The story of a dog who gets so dirty that he is unrecognizable and finds that soap and water are important to him after all.

Millions of Cats, by Wanda Gag, New York: Coward-McCann, Inc., 1928. Out of the millions of cats, only one was humble and modest, but that one turns out to be the most beautiful and lovable of all. A modern folk tale illustrated with black and white drawings.

EASY-TO-READ BOOKS

Are You My Mother?, by J. D. Eastman. New York: Random House, 1960. A very funny book for children who are just beginning to read. A baby bird hatches out and cannot find his mother. He does not even know what she looks like; he mistakes a dog, a cow, a cat, a plane, a boat and a steam shovel for his mother. One hundred easy-to-read words are used.

Little Bear's Visit, written by Else Holmelund Minarik and illustrated by Maurice Sendak. New York: Harper & Row, Publishers, 1961. A tale of Little Bear's visit to Grandmother and Grandfather Bear who live in a little house in the woods. One of several easy-to-read books about Little Bear, his family, and friends.

Mattick (1972) has compiled a list of questions regarding the caregiver's role. The questions are designed to guide the caregiver in using interaction skills to foster rapid language development in the young child.

1. Is this a back and forth interaction or a monologue on my part? Who is doing most of the talking?
2. Are my questions open- or close-ended? Open-ended questions encourage thinking responses which lead to much more complex communicative skills and better chances for fluent conversation.
3. Am I moralizing, i.e., am I telling children how they should be thinking and feeling instead of accepting the way they do think or feel?
4. Do I really listen to children or do I interrupt with an answer as soon as I think I have guessed what a child means?
5. Is my language production geared to the children's understanding and at the same time expanding the child's existing language, by giving new words for more complex operations?
6. Do I finish my sentences or do I leave the children hanging in midair?
7. Do I avoid using pat phrases over and over again? For example, "How are you getting along?" is spoken many times by caregivers until children no longer pay attention or answer.
8. Do I involve children in activities that lend themselves easily to promoting--and might even necessitate--oral interaction?
9. Is there a maximum chance for children to converse with one another?
10. Do I take action to involve children in oral communications when there is an opportunity?
11. Is oral interaction related to the real world and more importantly to the child's real world?
12. Does the interaction take place in the context of mutual trust and respect?

The caregiver's use of these principles will make language both worthwhile and exciting as children are encouraged to talk freely and are motivated toward communication competency.

The language arts center should be located in a quiet area of the classroom as far away from traffic lanes as possible. Lighting should be adequate for children desiring to look at books which are arranged on low-standing bookshelves. Inviting areas for children to sit and look at books include a rocking chair or an old bath tub with cushions or pillows propped against a wall. Some of the materials and supplies to be provided in the center are included in the chart on the next page.

MATERIALS FOR THE LANGUAGE ARTS CENTER

Writing Materials

- Paper -- lined, unlined, construction paper in various colors, chart paper, index cards
- Writing utensils -- pencils, crayons, felt tip pens, water colors, scissors
- Pictures file, story starters
- Photographs of children and current activities
- Chalkboard, white and various colors of chalk

Reading Materials

- Books -- durable hardback, child-made, paperbacks, comics
- Books with coordinating records and tapes
- Puppets
- Flannel board with flannel objects, labels, letters, story characters
- Magnetic board, letters
- Lotto games
- Matching picture and letter games
- Parquetry blocks, designs
- Puzzles -- variety of topics and numbers of pieces
- Spelling and reading games
- Resource books -- children's encyclopedias, science library, Childcraft
- Newspaper -- class, local, city
- Magazines -- popular as well as children
- Tapes -- blank, teacher-made, commercial

Listening Materials

- Record player and records -- children's, classical . . .
- Tape recorder and tapes
- Slide projector, slides
- Filmstrip projector, filmstrips
- Screen
- Earphones, jacks
- Radio, walkie-talkie
- Filmstrips with coordinating records
- Camera and film

Consideration of all four areas of communication is important in planning language arts activities. Descriptions of activities which focus on each of the areas follow.

LANGUAGE ARTS ACTIVITIES FOR YOUNG CHILDREN

LEARNING ACTIVITY	BEHAVIORAL OBJECTIVE	MATERIALS NEEDED	PROCEDURE
Prereading			
Classification Game	After being presented with a set of pictures, the child will sort each one according to the topics given, such as toys, food, animals, etc.	Pictures from magazines, books and workbooks Heavy poster board Clear contact paper or laminating film (optional) Felt tip pens	Use pictures from magazines, books and workbooks; mount on heavy poster board. Cover with clear contact paper or laminate, if possible. Construct a cardboard pocket chart with headings above each section such as toys, food, animals, clothes, people, furniture, etc. Children will classify pictures according to the category in which they belong.

LEARNING ACTIVITY	BEHAVIORAL OBJECTIVE	MATERIALS NEEDED	PROCEDURE
Prewriting Sand or Salt Trays	After being given a tray of salt or sand, the child will draw or write in the sand or salt using his or her finger.	Pans or trays and plastic covers Sand or salt	Provide sand or salt approximately 1/4" deep in a pan or tray. Encourage children to draw pictures, make letters or write their name in the salt or sand.
Listening (Auditory Perception) Familiar Sounds	After hearing a tape of familiar sounds the child will name the sound while pointing to a picture that illustrates that sound.	Tape recorder Cassette tape Pictures	Tape sounds that will be familiar to young children (Car starting, water running, hammering, singing, door closing, etc.)

LEARNING ACTIVITY	BEHAVIORAL OBJECTIVE	MATERIALS NEEDED	METHOD FOR PRESENTATION
Speaking			
Two-Faced Puppets	After being presented with the materials, the child will create his or her own two-faced puppet to act out a story.	Paper plates Glue Tongue depressors Felt, fur, fabric scraps Yarn Felt-tip marker Staples Scissors	On the back of two paper plates draw the face of a person or an animal. Make the face happy on one side and sad on the other. Glue on felt, fur and fabric scraps for facial features. Insert the end of the tongue depressor and glue into position. Staple the edges of the paper plates together to form a two-faced puppet.
All Areas			
Children's Photograph Book	After looking at photographs that have been placed in a book, the child will tell a story about the pictures for the caregiver to write down.	Photographs or magazine pictures of people and animals Photo album (commercial or teacher-made) Ruled paper Pencil Scissors	Select pictures or photographs of interest to the children and place in a photo album. Below the picture place ruled paper. Encourage children to look at the picture and make up a story about the picture.

ACTIVITIES FOR THE SCHOOL-AGE CHILD

LEARNING ACTIVITY	BEHAVIORAL OBJECTIVE	MATERIALS NEEDED	PROCEDURE
Reading			
Alphabet Puzzles	After being given the puzzles, the child will match the upper and lower case letters by fitting the puzzle pieces together.	Colored poster board Felt tip pens Scissors Clear contact paper or laminating film	Print an upper case letter and a lower case letter on a 8" X 6" piece of poster board. Cut between the letters to form a puzzle (Figure #7). Children will match the lower and upper case letters. (The game is self-checking in that game pieces will not fit unless matched correctly.)

LEARNING ACTIVITY	BEHAVIORAL OBJECTIVE	MATERIALS NEEDED	PROCEDURE
Writing			
Clever Clovers	After the child has chosen a clover from the box he or she will write a story using the story starter that is written on the clover.	Box covered with bright paper Poster board pieces Felt-tip pens Pencils	Prepare a box with the following instructions on the outside: Pick a clover. Complete the sentence and then write a story using your sentence. Prepare cloverleafs on pieces of poster board which have story starters such as those listed below: a. At the store... b. Sally shouted... c. The tall Indian...
Auditory Perceptual			
Matching Rhyming Words	After being presented with a set of alphabet cards and a poster with the letters on it, the child will match the letters by placing the card on the correct spot of the poster.	Poster board Felt tip pens Clear contact paper or laminating film	Rule two pieces of poster board into nine squares each. Draw a picture in each square on the first sheet. For each picture on the first sheet, draw a rhyming picture on the second sheet. Cut the picture on the second sheet into separate cards. Put cards in an envelope. Children are ready to match the rhyming words.

LEARNING ACTIVITY	BEHAVIORAL OBJECTIVE	MATERIALS NEEDED	PROCEDURE
Reading			
Matching Identical Letters	After being presented with a set of alphabet cards and a poster with the letters on it, the child will match the letters by placing the card on the correct spot of the poster.	Cardboard Markers Cut out letters	Divide a piece of cardboard into six sections with one alphabet letter drawn in each section. Provide the matching letter along with the cardboard. Have the children repeat the letter as they match it.
Writing			
Path Tracing	After being given the materials, the child will trace a path using a grease pencil and following the path already drawn.	Cardboard Unruled paper Felt tip pens Contact paper or laminating film Grease pencils	Prepare several path tracing designs as in Figure #8 on cardboard with unlined paper cover-by contact paper or laminating film. Have children trace the path with the grease pencil. Surface can be wiped with a dampened cloth to remove pencil marks.

(Adapted from Day, 1975)

By planning activities such as these in the areas of listening, speaking, pre-reading and pre-writing, the caregiver will be giving young children a foundation for future language experiences. As children are successful with these early experiences, they will be prepared for the greater tasks of reading and writing.

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T. S. Denison & Co., Inc.
9601 Newton Ave. S.
Minneapolis, MN 55431

Stories and outlines for preparation of flannel figures for the flannel board.

Coody, B. *Using literature with young children*, Third Edition. Dubuque, Iowa: William C. Brown, 1983.

William C. Brown Company Publishers
2460 Kerper Blvd.
Dubuque, IA 52001

An excellent resource for selection of children's books. One delightful chapter is devoted to books that lead to cooking experiences.

Roundtree, B. S., Gordon, J. F., Shuptrine, M. B. and Taylor, N. Y. *Creative teaching with puppets*. University, Alabama: The Learning Line, 1981.

Gryphon House, Inc.
3706 Otis Street
Mt. Rainier, MD 20822

A valuable activity book full of exciting and innovative puppet ideas.

LEARNING ACTIVITIES

1. Title: Prepare and Give a Lesson from a Commercial Kit

   Description: Using the kit obtained for Instructional Aid #2, have students plan and then give one of the lessons before the class. Have the student complete the following form before presenting the lesson.

Title of Lesson:

Objective(s):

Concepts:

Materials Needed:

Method for Presentation:

2. Title: Prepare and Give a Flannel Board Story

Description: Have some of the students prepare flannel figures for a flannel board story. Characters may be traced from books such as Story Telling with the Flannel Board by Paul S. Anderson or from simple coloring books. Have the remaining students complete the following evaluation form. Return them to the students following the presentation of the activity.

STORY TELLING EVALUATION

	YES	NO	COMMENTS
1. Were the materials prepared neatly and attractively? 2. Was the story age-appropriate? 3. Was the student familiar with the story? 4. Did the student use an appropriate rate and volume of speech? 5. Did the student model correct grammar and speak distinctly? 6. Did the student show an enjoyment of the story? 7. Should the student plan to present this story to young children? Describe changes that should be made.			

3. Title: Prepare cards for card file

Description: Using the format below, prepare five cards in the area of language arts for an activity card file.

1. Curricular Area:
2. Title of Activity:
3. Objective(s):
4. Concept(s):
5. Materials Needed:
6. Description of Experience:
7. Reference(s):

4. Title: Plan an inventory of language arts materials.

Description: A language arts center should be well-organized and supplied with materials to develop writing, reading, speaking, and listening skills. Complete the following plan for an inventory of language arts materials.

Item	Description	How Stored	Activity for Which Item Is Used

VOCABULARY

1. Auditory Discrimination--The ability to distinguish differing sounds.

2. Language Development--A communication process which includes both speech and concept formation.

3. Prereading--One of the four components of communication, which pertains to the focus on developing the skills that will be necessary for reading (example: auditory discrimination, listening, left-to-right progression).

4. Prewriting--One of the four components of communication, which pertains to the focus on developing the skills that will be necessary for writing (example: eye-hand coordination, muscular control, recognition of letters).

5. Open-ended questions--Questions that encourage thinking responses, which lead to much more complex communicative skills and better chances for fluent conversation.

INSTRUCTIONAL AIDS

1. Title: Transparency

   Description: Use a transparency entitled "The Components of the Language Arts Curriculum" (Figure #5) when discussing the plans for the language arts program.

   Materials Needed: Overhead projector, transparency

2. Title: Commercial Kit Display

   Description: Explain to students that commercially prepared kits are available for purchase to enhance development of young children. Borrow one of the kits listed below for display and use by students. A preschool teacher may be invited to demonstrate lessons from the kit.

   Peabody Language Development Kit
   or
   Peabody Early Experiences Kit

   American Guidance Service, Inc.
   Publisher's Building
   Circle Pines, Minnesota 55014

3. Title: Bulletin Board

Description: Practice in recognizing beginning sounds of basic words helps develop the prereading component of language arts. This bulletin board is designed to give young children practice in this skill.

Directions: Using Student Handout #9 as a guide (or use opaque projector to enlarge), draw an enlarged picture of a clown. Cut out the clown, color and mount on bulletin board. Cut pictures that begin with sounds you want to emphasize (B,T,D, etc.) from old magazines. Make sure they are pictures of common, everyday objects that young children can identify. Mount the pictures on construction paper that is cut to look like balloons. Have at least five pictures with the same beginning sound. Put five lengths of string in the clown's hand and run upward to look like balloon strings. Place a large bulletin board letter of the letter you want to emphasize on the front of the clown. Put all of your pictures in a box and let children choose the pictures that have the correct beginning sound and put them up as balloons. Make sure the child can recognize the letter and its sound. You may change the letter as often as you wish.

Materials Needed: poster board, construction paper, felt markers, pictures from magazines, glue, scissors, string

4. Title: Children's Literature Display

Description: The children's books which are chosen by the caregiver will be an important part of the language arts program. A display and evaluation of appropriate children's literature would enable the student to realize what types of books are appropriate for young children. An evaluation form such as the one below will help in a discussion of why the book is appropriate.

Materials Needed: books from your local library (refer to list in this unit), evaluation forms

	Book 1	Book 2	Book 3
Name of book			
Author			
Illustrator			
Did you like or dislike the book?			
Why?			
What age group do you think this book is suited for?			
Were the pictures realistic, interesting, creative?			

EVALUATION

Title: Written Evaluation

Description: The following questions can be used as a basis for evaluating knowledge of language development.

1. Define the term "language development."

   It is a communication process which includes both speech and concept formation.

2. List the four components of communication emphasized by the early childhood language arts program.

   a. **Listening**
   b. **Speaking**
   c. **Prereading**
   d. **Prewriting**

3. List several activities that will help children learn to enjoy good literature.

   a. **Listening as the caregiver reads aloud**
   b. **Looking at picture books**
   c. **Viewing films, movies, and plays**

4. Describe three ways to enhance a language arts center in order to make it more inviting for young children.

   a. **rocking chair**
   b. **old bath tub with cushions**
   c. **pillows propped against a wall**

5. Put an "(X)" beside each of the following statements that describes or is a good example of the role of the caregiver in the language arts curriculum.

   _____ After reading a story to the children, the caregiver asks, "Did you like the story?"

   (X) Mrs. Smith kneels on the floor to be on the child's level and to establish eye contact with the child. She pays close attention to the story the child is telling about her new puppy.

   (X) At the snack table Mrs. Johnson and Joey are having a conversation about how Jello looks and feels. Mrs. Johnson encourages conversation by asking questions and making comments about Joey's observations.

_____As Mrs. Clark observes every child's art work she says to each child "Nice picture."

Write "TRUE" if the statement is true or "FALSE" if the statement is false.

(TRUE) 6. Many of the concepts being formed as language is acquired are abstract and therefore the child will need varying concrete experiences in order to develop accurate concepts.

(FALSE) 7. The language arts program should be built around meaningful abstract activities which will stimulate the acquisition of language.

(FALSE) 8. Closed-ended questions encourage thinking responses which lead to more complex communicative skills and a better chance for fluent conversation.

(TRUE) 9. The children's books which are chosen by the caregiver will be an important part of the language arts program.

(TRUE) 10. The language arts center should be located in a quiet area of the classroom as far away from traffic lanes as possible.

(TRUE) 11. It is during the preschool years that wholesome attitudes toward books and reading are first developed.

(FALSE) 12. Lighting should be adequate for children desiring to look at books arranged high on a bookshelf.

13. Read the following list of activities and indicate whether the activity is appropriate for listening, speaking, prereading or prewriting by writing the word in the blank.

(LISTENING) a. The children follow the directions given on headphones.

(PREWRITING) b. A child uses a tray of sand to trace manuscript letters.

(SPEAKING) c. After hearing a story many times the child will tell the story in his/her own words.

(PREREADING) d. Labeling objects in the classroom helps develop vocabulary and sight words.

(PREREADING) e. Putting sequence cards in left-to-right order

(LISTENING) f. The child distinguishes between high and low sounds.

(PREWRITING) g. Completing path tracing activities

(SPEAKING) h. Children dictate an experience for the caregiver to write on the board

Figure # 5

THE COMPONENTS OF THE LANGUAGE ARTS CURRICULUM

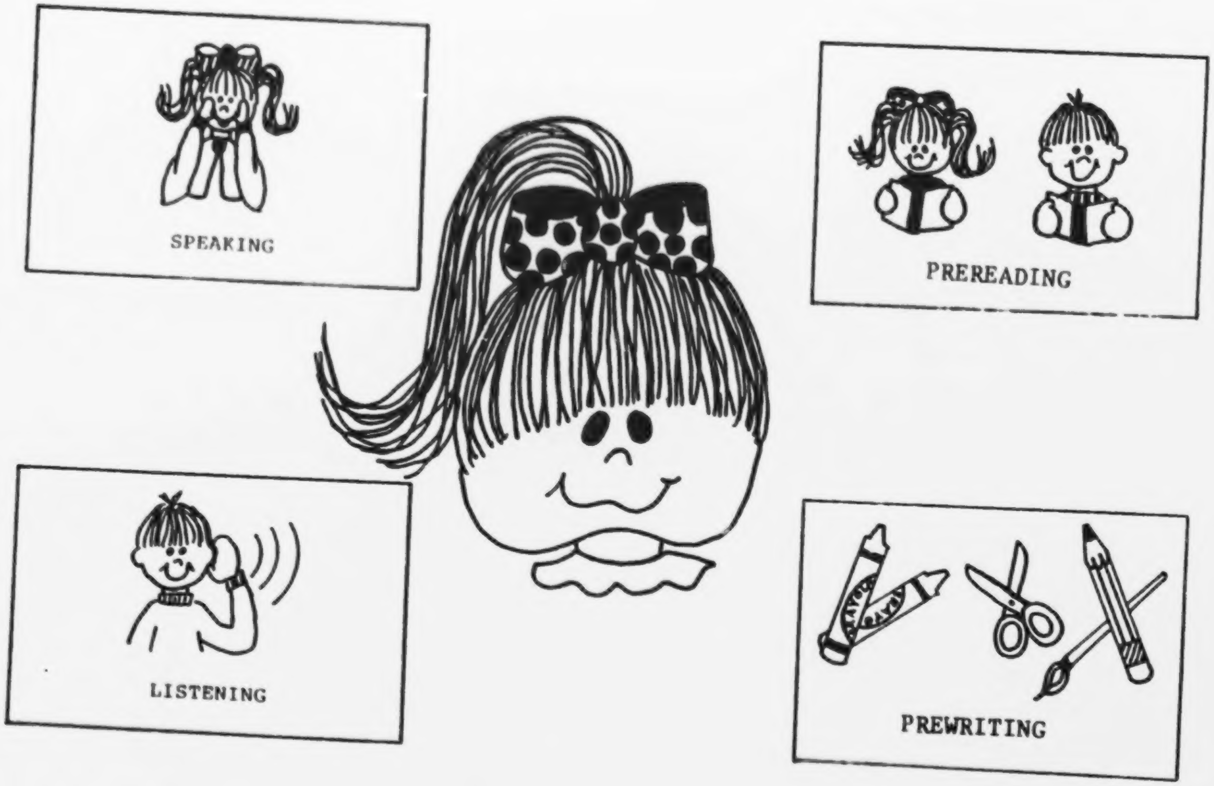

SPEAKING
PREREADING
LISTENING
PREWRITING

Figure # 6

ALPHABET PUZZLES

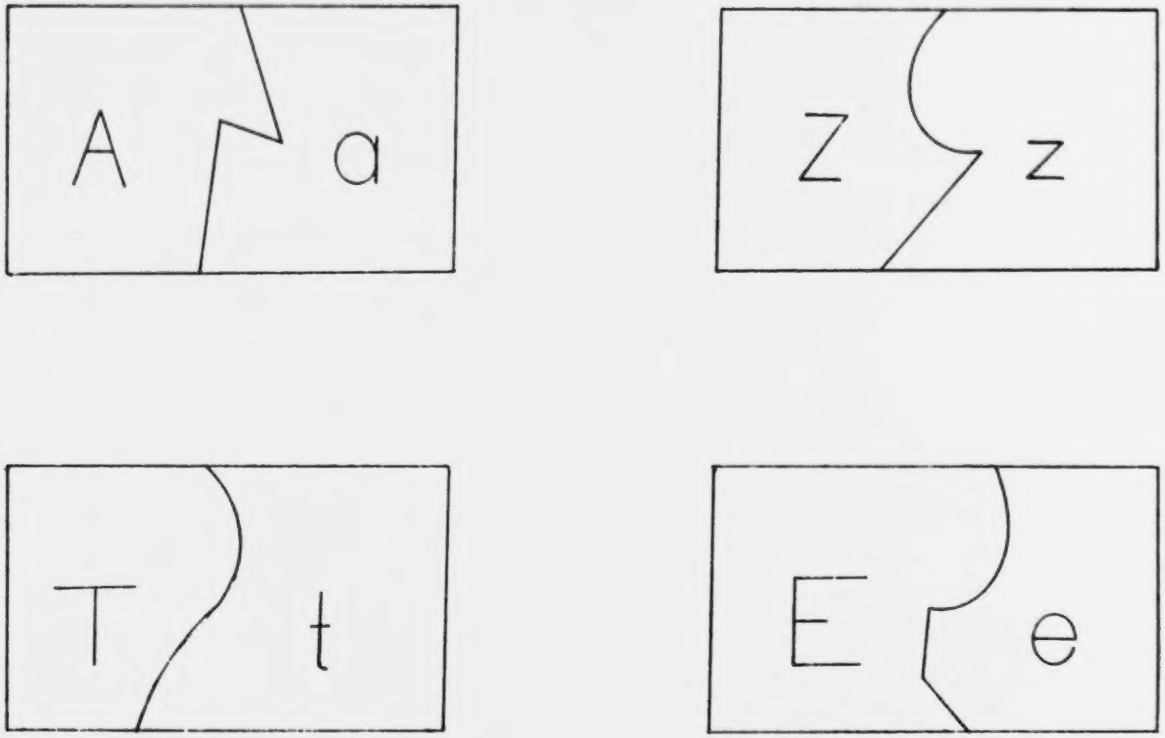
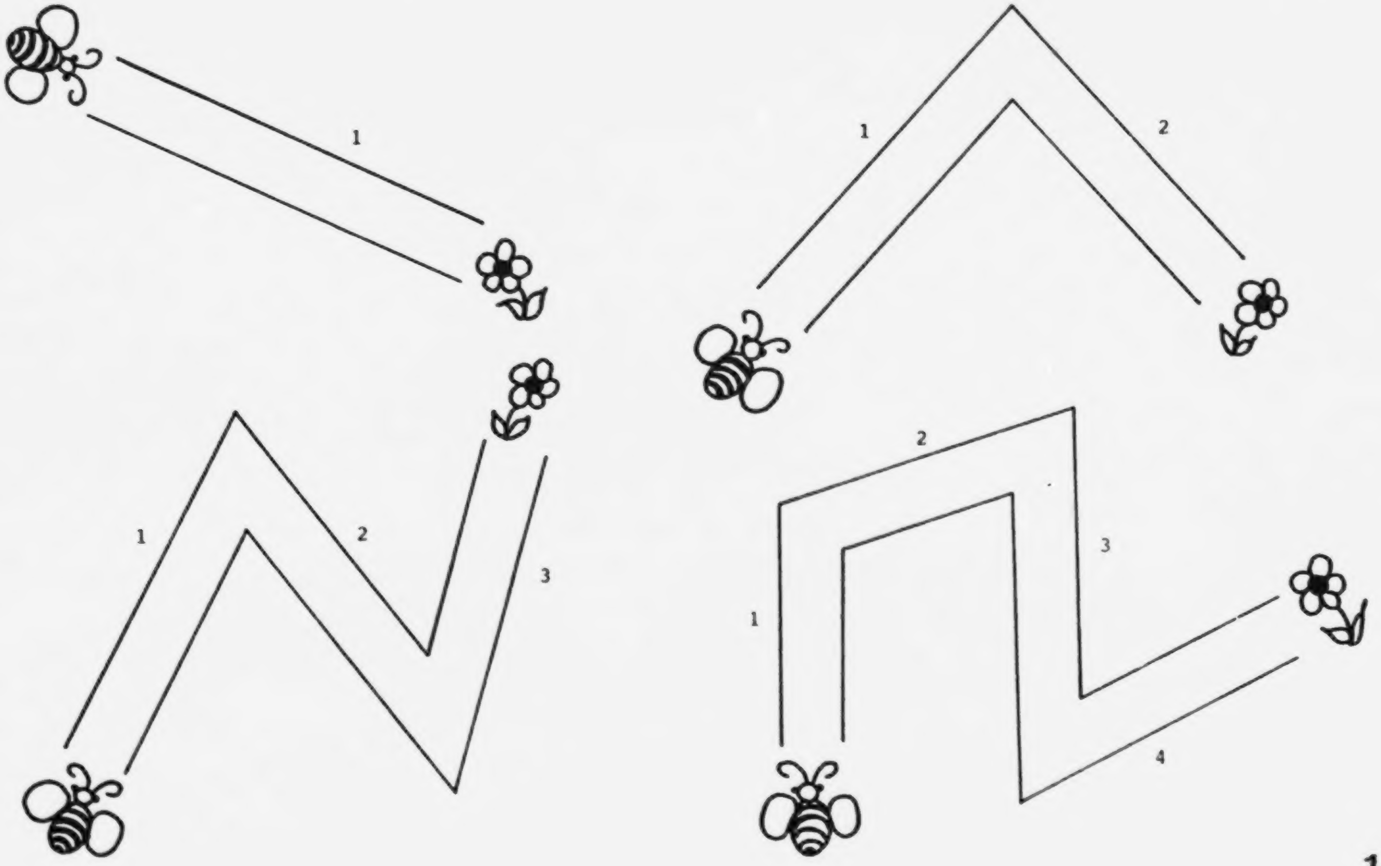
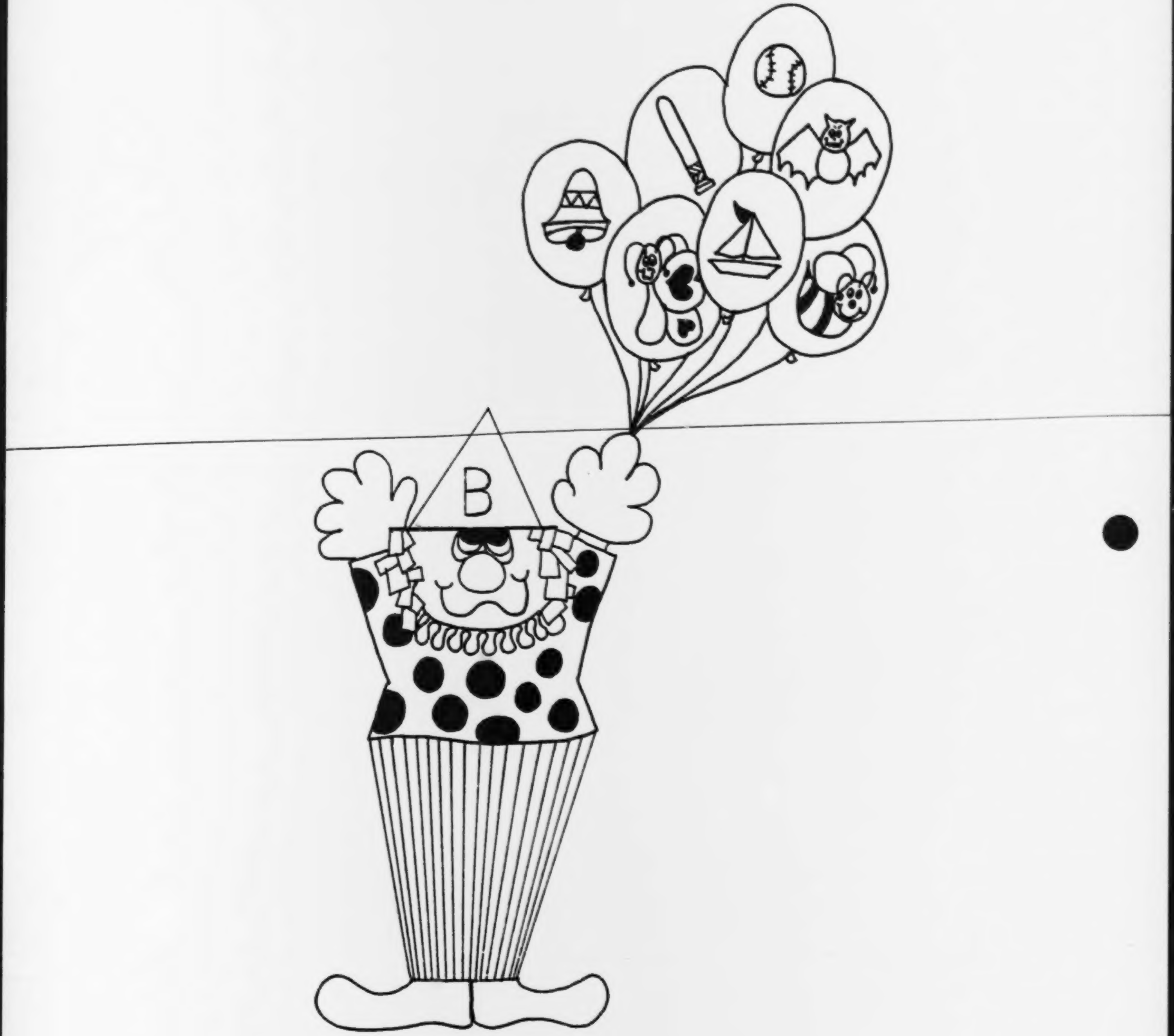


Figure #7

PATH TRACING DESIGNS


1
1
2
1
2
3
1
2
3
4

Student Handout #9 Clown Bulletin Board



UNIT: Appropriate Experiences for the Young Child

CONCEPT: Mathematics

GENERALIZATIONS

1. Through planning, preparing, and implementing the mathematics curriculum, the caregiver plays a major role in what is learned and how it is learned.
2. "Manipulative materials" used in the mathematics curriculum for young children contributes to the acquisition of the math concepts and skills.
3. Children can acquire mathematics concepts by naturalistic, informal, or structured learning experiences.
4. General objectives for the mathematics program will assist the caregiver in formulating more specific objectives.

PERFORMANCE OBJECTIVES

Upon completion of the lesson, the student should be able to:

1. Explain the three methods by which young children begin to acquire mathematics concepts.
2. State the general objectives for the mathematics curriculum for young children.
3. Outline the role of the caregiver in the mathematics program for young children.
4. Develop learning experiences that emphasize the use of manipulative materials in the mathematics program.

OUTLINE

I. Developing Mathematics
    A. Mathematics Defined
    B. Piaget's Preoperational Stage
    C. Purpose for Teaching Mathematics

II. Planning for the Mathematics Curriculum

  A. Steps in Learning Math
  B. Structure of the Mathematics Curriculum
  C. Objectives for the Mathematics Curriculum

III. Implementing the Mathematics Curriculum

  A. Role of the Caregiver
  B. Manipulative Materials
  C. Water Play
  D. Literature Involving Mathematics Concepts
  E. Fingerplays that Teach Mathematics Concepts
  F. Mathematics Activities for Young Children
    1. For the Preschool Child
    2. For the School-aged Child

REVIEW OF SELECTED LITERATURE

Mathematics includes many of the ideas and skills that help children organize the complex world in which they live. The ideas and skills young children are learning to use include matching, counting, classifying, comparing, ordering, and measuring. They also learn about shape, space, number, and number symbols. The development of these concepts is a series, or sequence, which individual children move through at different rates (Charlesworth and Radeloff, 1978).

Young children begin to develop ideas concerning mathematics during infancy. The baby begins to learn ideas about size, weight, shape, time, and space. It is not long before young children are able to hold up the appropriate number of fingers for their age. Children experience problem solving early when asked to determine "which is taller" or "take half" (Seefeldt, 1980).

The work of Jean Piaget which describes the young child's cognitive development is discussed in the Child Development Curriculum Guide, Volume II (Bulletin 1664), Louisiana State Department of Education, pp. 297-298. By studying what children are able or not able to do at particular times in the developmental process, one can anticipate and understand difficulties encountered at different age levels. Piaget's preoperational child (approximately age two to seven) is governed by perception rather than by logical reasoning. The child is unable to conserve; that is, he or she does not yet understand constancy of quantity across arrangements (Figure #8). To move children from this prelogical thinking to adult thinking requires experiences and actions. As in other curricular areas, children must act on objects and must experience situations in their environment in order to develop to their fullest (Seefeldt, 1980).

Cruikshank, Fitzgerald, and Jenson (1980) define the overriding purpose for teaching mathematical ideas and skills as the development of a sense or feeling for mathematics. Learning mathematics also includes both the development of basic computational skill and the development of logical and quantitative thinking abilities. Mathematics becomes a functional tool that children will continue to use throughout their lives.

There are three methods by which young children begin to acquire mathematical concepts. The first method is the naturalistic experience in which the child initiates learning activities through exploration using all five senses. Although this exploration is unplanned, the adult can provide an interesting and rich setting which lends itself to naturalistic experiences.

Informal math experiences are initiated by the adult but are not preplanned. Many unexpected opportunities for learning will appear when one is working with young children. The caregiver knows by experience, or even intuition, when to join the child in the activity. Examples of these times include when the child is having difficulty, but is on the right track in solving a problem, and needs some cues, or when the child has lost control of the material being used.

The last method of acquiring mathematical concepts is the structured learning experience. Structured learning experiences with specific objectives are preplanned by the caregiver. These experiences may be carried out with individuals or with groups. A special time may be planned for these experiences or they may be incorporated when opportune times arise (Charlesworth and Radeloff, 1978).

Charlesworth and Radeloff (1978) developed a structure, or sequence, for planning mathematics activities (Figure #9). Appropriate concepts are found under the categories of "The Basics of Math." "Using the Basics" and "Symbols and Higher Level Activities." When considering the concepts to be taught, the caregiver should first consider the cognitive level at which the child presently performs. Most preschool activities will be planned at the first two levels.

Identified general objectives for the mathematics program by Leeper, Witherspoon and Day (1974) are listed below. Using these objectives with each particular concept previously outlined in the structure of the curriculum will assist the caregiver in formulating more specific objectives.

The young child will be able to:

1. Acquire an understanding of mathematical ideas

2. Utilize the ability to solve problems creatively

3. Understand and begin to use techniques and skills of computation

Through planning, preparing, and implementing the mathematics curriculum, the caregiver plays a major role in what is learned and how it is learned. Seefeldt (1980) listed guidelines for caregivers to follow when providing a mathematics curriculum:

1. Provide continuing opportunities for children to manipulate a wide variety of materials and objects.

2. Intervene with language as children explore materials to help them to focus on relevant mathematics ideas.

3. Encourage children to play together, to work and to solve problems together.

4. Encourage children in a general way to put all objects, events and actions into relationships. (Example: "Why are bottle caps and necks both round?")

5. Understand children's thinking processes in order to provide appropriate experiences.

Manipulative materials will allow young children to act upon real objects in their environment. Materials chosen should be those which are readily available and functional. Many of the necessary materials can be collected at home -- egg cartons, berry baskets, bottle tops, small and large boxes, buttons and empty spools. Other materials include the following.

MATH MANIPULATIVE MATERIALS

COUNTING
- Empty spools, painted
- Colored straws, toothpicks
- Bottle caps, colored
- Plastic clothespins
- Tongue depressors
- Large beads
- Pegboards

SETS
- Blocks
- Shells
- Crayons
- Rocks
- Magnetic boards and shapes

SERIATION
- Nails of varying sizes
- Paper bags of many sizes
- Plastic bottles with varying water levels

SHAPES
- Scraps of cloth in various colors
- Puzzles with geometric designs

TIME
- Cardboard clock
- Stop watch
- Egg timer
- Sun dial
- Calendar

FRACTIONS
- Felt pieces
- Aluminum pie pans

MEASUREMENT
- Empty milk, fruit cartons
- Measuring cups
  - One cup marked into thirds, fourths, halves
  - Separate 1/3, 1/2, 1/4
- Measuring spoons
- Scales--balance, kitchen bathroom

TEMPERATURE
- Body thermometer
- Indoor/Outdoor thermometer

MONEY
- Toy coins
- Toy paper dollars
- Cash register

(Adapted from Leeper, Witherspoon and Day, 1984)

Although it also benefits children in many other areas, water play is especially important in developing mathematical concepts. Conservation of volume can be experimented with as children pour water from a tall, narrow container to a short, wider container. Quantity is understood when children explore how much a container can hold and use vocabulary such as empty and full. The properties of water become important when children are asked what happened to the water they "painted" on the sidewalk only minutes previously (Hendrick, 1980).

The guidelines presented below will help the caregiver offer exciting and well-planned experiences with the medium of water.

GUIDELINES FOR WATERPLAY

- I. Concepts to Learn
  - A. Volume
  - B. Matching (equal amounts of water)
  - C. Seriation (by water level)
  - D. Piagetian conservation
- II. Role of the Teacher
  - A. Provide materials (simple to complex)
  - B. Make the area safe
  - C. Use vocabulary words (full, empty, half full)
  - D. Provide a few, easy-to-follow rules
    - 1. No one is forced to participate.
    - 2. Smocks are worn.
    - 3. Throwing water or tools is not allowed.
    - 4. Four are at the water table at a time.
    - 5. Rule breakers lose their turn.
- III. How to Provide Water Play
  - A. Area
    - 1. Near water source
    - 2. Towels, rag rugs on floor
    - 3. Sponges, mop nearby
  - B. Containment
    - 1. Sink
    - 2. Tub (galvanized, plastic, basins, dish pans, baby bath tub)
    - 3. Swimming, wading pool
  - C. Tools
    - 1. Funnels, rubber syringes, cups, fishing poles, ladles, plastic meat trays, sponges, measuring spoons, pumps, rotary beaters, plastic bottles

(Adapted from Hendrick, 1980, and
Hill, 1959)

Literature is an exciting method through which children acquire new mathematical concepts. Many children's books involve a variety of mathematical concepts. Through the use of these resources the young child may gain further knowledge or clarification of concepts. Most are available on loan from public libraries.

Budney, Blossom. A Kiss Is Round. New York: Lothrop, Lee & Shepard, 1956.
There are rhymes on every page, with colorful illustrations to show all the things in a child's world that are round.

Carle, Eric. 1,2,3, to the Zoo. Cleveland: World, 1968.
Oversize, brilliantly colored pictures of animals en route to a zoo by train make this an attractive book. Each animal species is in his own carload, from one elephant to 10 birds. The numerals are the text. Fine to use with individuals or a small group.

Elkin, Benjamin. Six Foolish Fishermen. Chicago: Children's Press, 1957.
Six brothers go fishing. At going-home time each counts the others to see that all are there. One is missing. It takes a small boy to count them and to show that each forgot to count himself.

Francoise. Jeanne-Marie Counts Her Sheep. New York: Charles Scribner's Sons, 1951.
This is a good first counting book with rhyme and repetition. Jeanne-Marie talks to her one sheep and tells it all the things she plans to buy when it has one, two, three, four lambs. The story has a satisfying surprise ending.

Hoban, Tana. Count and See (1972), Push-Pull, Empty-Full (1972) and Shapes and Things (1970). New York: Macmillan.
Each book includes black and white photography illustrating the mathematical concepts involved in the title.

Kruss, James. 3 X 3. Three by Three: A Picture Book for All Children Who Can Count to Three. New York: Macmillan, 1965.
Slight rhyming text which uses fun pictures to emphasize groups of three. First published in Germany.

Langstaff, John. Over in the Meadow. New York: Harcourt, Brace and World, 1957.
Ten meadow creatures are told by their mothers what to do. Each is presented in a counting rhyme.

Wildsmith, Brian. Brian Wildsmith's 1,2,3's. New York: Watts, 1965.
The illustrations are vivid, but counting value is minimal. Fun to show to a small group or for the individual child to enjoy.

Fingerplays are not only excellent ways to increase verbal ability and fine motor dexterity, but also play an important role in helping the child count, add, and subtract. The caregiver can lead children in fingerplays as a part of a structured group activity, in a transition from one activity to another, or in an impromptu manner when there seems to be a lull in activity. The fingerplays below each involve the use of a mathematical skill or concept.

1. Clap your hands: 1, 2, 3.
   Clap your hands: just like me.
   Roll your hands: 1, 2, 3.
   Roll your hands: just like me.

2. Three little nickels in a pocketbook new;
   (hold up three fingers)
   One bought a peppermint, and then there were two.
   (bend down one finger)
   Two little nickels; before the day was done,
   One bought an ice cream cone, and then there was one.
   (bend down another finger)
   One little nickel; I heard it plainly say.
   "I'm going into the piggy bank for a rainy day."

3. One, two; sit up, Please do!
   (Children sit tall)
   Three, four; feet flat on the floor.
   (feet on floor)
   Five, six; stir and mix.
   (motion of stirring)
   Seven, eight; close the gate.
   (clap)
   Nine, ten: make a pen for a hen.
   (interlace fingers)

4. Prepare five red apple shapes. Remove from the flannel board as you repeat the rhyme.

   Five red apples in a basket by the door
   Little Agnes took one, and then there were four.
   Four red apples were still enough for me
   Ann picked up one, and then there were three.
   Three red apples, and what did I do?
   I baked one in a pie, and then there were two.
   Two red apples, before this story's done,
   I'll make some spicy applesauce, and that will leave one.
   One red apple, I'll put in a sack
   I'll take it off to school, and eat it for a snack.

The mathematics activities listed on the following pages are excellent examples of learning experiences which involve a variety of mathematical concepts.

MATH ACTIVITIES FOR YOUNG CHILDREN

ACTIVITY	BEHAVIORAL OBJECTIVE	MATERIALS NEEDED	PROCEDURE
Comparing Jars and Lids	After being given a set of jars and lids in different sizes, the child will match the correct lids with the jars by screwing them in place.	Twelve jars and lids, each of a different circumference Container for lids Container for boxed lids and empty bottles	Children will use their ability to compare sizes in order to match the jar and lid.
Measuring The Rice Game	After being given the materials, the child will measure the correct amount of rice by filling the jar to the line marked on it.	Assorted glass jars and bottles (about ten) of varying sizes and shapes Colored rubber bands glued to different levels Two to six lbs. of rice depending on the size of the jars and bottles used Plastic dishpan for rice Funnel Scoop or long-handled measuring cup Container for jars	The child pours the rice into the jars, carefully stopping at the line marked by the rubber band. Children will enjoy counting the number of scoops it takes to fill each jar. They can record the number it takes on a piece of paper. The advanced learner will enjoy ordering the jars by number of scoops of rice.

ACTIVITY	BEHAVIORAL OBJECTIVE	MATERIALS NEEDED	PROCEDURE
Classifying			
The Button Game	After being given a set of buttons, the child will classify each one according to size, shape, or color.	Apple crate separator 100 buttons in matched sets of 5 or 10 Container for buttons	The child separates buttons into piles. Encourage the child to verbalize the criteria for each grouping.
Counting			
The Number Garden	After being given the materials, the child will match each flower to the correct pot by counting dots and petals.	Two pieces black poster board one piece red poster board one piece green poster board one piece white poster board Library book pockets Black felt-tip marker Clear contact paper or laminating film Scissors Glue	Prepare 10 black pots following pattern shown in Student Handout #10. Cut out and glue white dots on the pots for each number from 1-10 Cut flowers using pattern with a corresponding number of petals to match dots on each flower-pot, and glue on a white center. Write the number of petals

ACTIVITY	BEHAVIORAL OBJECTIVE	MATERIALS NEEDED	PROCEDURE
The Number Garden (continued)			and dots on the white center of the flower. Cut out green stems and leaves for each flower and glue stem to flower. Cover pots and flowers with clear contact paper or laminating film. Glue library pockets to back of flower pots.

(Adapted from Baratta-Lorton, 1975, and Debelak, Herr and Jacobson, 1981)

The school-aged child will be able to work with activities described in the concept structure at a higher level involving almost total use of symbols. Examples of these kinds of activities are presented below.

MATH ACTIVITIES FOR THE SCHOOL-AGED CHILD

ACTIVITY	BEHAVIORAL OBJECTIVE	MATERIALS NEEDED	PROCEDURE
Math Drag Game	After rolling the dice and moving the playing piece, the child will complete the mathematical operation in order to remain in that space.	Colored poster board Felt-tip pen Clear contact paper or laminating film Dice Small toy cars	Prepare a game board similar to the one shown in Figure #11. Children roll the dice, move that number of spaces with the car and add or subtract the numbers within the space in order to remain in that space.
Number Alligator	After being given the materials, the child will order the numbers given by fitting the puzzle pieces together.	Brown poster board Felt-tip pens Scissors Clear contact paper or laminating film	Prepare the number alligator using the pattern in Student Handout #12. Prepare as many numerals as needed for the age of the child the activity will be used with. Cover with clear contact paper or laminating film.

(Adapted from Day, 1975)

REFERENCES

Baratta-Lorton, M. Workjobs I. Menlo Park, California: Addison-Wesley, 1975.

Charlesworth,R. and Radeloff, D. J. Experiences in math for young children. New York: Delmar, 1978.

Child development curriculum guide, Volume II (Bulletin 1664). Louisiana State Department of Education, 1982.

Cruikshank, D. E., Fitzgerald, D. L. and Jensen, L. R. Young children learning mathematics. Boston: Allyn and Bacon, 1980.

Day, B. Open learning in early childhood. New York: Macmillan, 1975.

Debelak, M., Herr, J. and Jacobson, M. Creating innovative classroom materials for teaching young children. New York: Harcourt Brace Jovanovich, 1981.

Hendrick, J. The whole child: New trends in early education. St. Louis: C. V. Mosby, 1980.

Hill, D. M. Water, sand and mud as play materials. New York: National Association for the Education of Young Children, 1959.

Leeper, S. H., Witherspoon, R. L. and Day, B. Good schools for Young children. New York: Macmillan, 1984.

Seefeldt, C. Teaching young children. Englewood Cliffs, New Jersey: Prentice-Hall, 1980.

SUGGESTED READINGS

Brown, S. E. One, two, buckle my shoe. Mt. Rainier, Maryland: Gryphon House, 1982.

Gryphon House, Inc.
3706 Otis Street
Mt. Rainier, MD 20822

An excellent compilation of mathematics activities for the young child.

Charlesworth, R. and Radeloff, D. J. Experiences in math for young children. New York: Delmar, 1978.

Delmar Publishers, Inc.
50 Wolf Road
Albany, NY 12205

An easy to follow guide for planning and presenting a mathematics program for young children.

Lavatelli, C. S. Early childhood curriculum. Boston: American Science and Engineering, Inc., 1973.

American Science and Engineering, Inc.
20 Overland Street
Boston, MA 02215

A highly useful commercial kit for the mathematics program developed by Celia Stendler Lavatelli. The program is based on Piaget's theory of cognitive development and is arranged around the three main themes of classification; number, space and measurement; and seriation. The program is composed of short, structured training sessions the caregiver conducts several times each week with a group of three or four children. More information concerning the kit may be obtained from the address above.

LEARNING ACTIVITIES

1. Title: Observation

   Description: Have each student present the conservation tasks to a child between the ages of two and seven using the tasks in Figure #8. Allow students to share their observations orally and tell whether the child was able to conserve or not. To aid in recording observations, students should use the Conservation Tasks Reaction Sheet (Student Handout #13).

2. Title: Demonstration

   Description: If possible, obtain materials from a Lavatelli mathematics kit (address given above). Have students demonstrate before the class how the learning activity would be presented to a small group of children.

   Materials Needed: Lavatelli Mathematics Kit

3. Title: Flower Game

Description: This is a matching activity to help young children learn counting skills and learn to recognize numerals.

Directions: Using the pattern in Student Handout #10 students should make enough sets of flower pots and flowers for children to count to 10. On the pots put enough dots to correspond to the numeral on the flower and the number of petals on the flower. Do this for numerals one through 10. The young child then matches the correct flower to the pot with the corresponding number of dots. The activity would be more durable if covered with laminating film or contact paper.

Materials Needed: poster board, markers, scissors, laminating film or clear contact paper

4. Title: Prepare cards for card file

Description: Using the format below, prepare five cards in the area of mathematics for an activity card file.

1. Curricular Area:
2. Title of Activity:
3. Objective(s):
4. Concept(s):
5. Materials Needed:
6. Description of Experience:
7. Reference(s):

5. VOCABULARY

1. Classify--Group objects according to common properties.
2. Mathematical Development--The series or sequence through which children move in acquiring the ideas and skills in the mathematics area.
3. Preoperational Stage--The cognitive stage from two to seven years old. A child in this stage is governed by perception rather than by logical reasoning. The child is unable to understand constancy of quantity across arrangements.

4. Naturalistic Learning--Unplanned learning experiences in which the child is the initiator of the learning activity by exploration using all five senses.

5. Ordering--Arrange according to an increasing or decreasing characteristic.

6. Informal Learning--Learning experiences that are initiated by the adult but are not preplanned.

7. Structured Learning--Learning experiences with specific learning objectives preplanned by the caregiver.

INSTRUCTIONAL AIDS

1. Title: Bulletin Board

Description: When the caregiver uses the bulletin board "Count the Presents" with young children,it aids in the development of the counting ability.

Directions: Using the illustration in Student Handout #14 have students prepare this bulletin board for the classroom. Students need to draw, color and cut out 15 presents. Staple them on the bulletin board in the order shown. Cut out the numerals one to five and put in a basket. Attach hooks, velcro, or two-way tape to the numerals so that children can attach them in the correct place on the bulletin board.

Materials Needed: posterboard, markers, scissors, staples, hooks, velcro, or tape

2. Title: Transparency

Description: The transparency "Planning the Mathematics Curriculum" presents an outline of the basic concepts and ideas needed to plan a mathematics curriculum (Figure #9).

Materials Needed: transparency, overhead projector

EVALUATION

Title: Written Quiz

Description: Use the following questions as a basis for evaluation.

Write "TRUE" in the blank if the statement is true and "FALSE" if the statement is false.

(FALSE) 1. The development of mathematical concepts is a series which children move through at the same rate.

(TRUE) 2. Young children first begin developing ideas concerning mathematics at infancy.

(TRUE) 3. Children must act on objects and experience situations in their environment to fully develop cognitively.

(FALSE) 4. Piaget's preoperational child (approximately two to seven years) is governed by logical reasoning, rather than by perception.

(TRUE) 5. Mainpulative materials will give young children the opportunity to act upon real objectives in their environment.

(TRUE) 6. Water play, fingerplays, and books are all important in helping a child develop mathematical concepts.

(FALSE) 7. Fingerplays increase verbal ability and fine motor dexterity but do not help the child learn to count, add, and subtract.

(TRUE) 8. The purpose for teaching mathematics ideas and skills is the development of a sense or feeling for mathematics.

(TRUE) 9. Learning mathematics includes both the development of basic computational skill and the development of logical and quantitative thinking abilities.

(TRUE) 10. Informal math experiences are initiated by the adult but are not preplanned.

11. List and briefly describe the three methods by which young children begin to acquire mathematics concepts.

    1. **Naturalistic experience**--the child initiates the learning **activity by using all five senses to explore; these are unplanned experiences.**
    2. **Informal math experiences**--initiated by the adult but not preplanned.
    3. **Structured learning experiences**--preplanned by the **caregiver with specific objectives.**

12. State the general objectives that the young child will achieve in the mathematics program.

    1. **Acquire an understanding of mathematical ideas**
    2. Use the ability to solve problems creatively
    3. **Understand and begin to use techniques and skills of computation**

13. Describe the role of the caregiver in the mathematics curriculum.

    1. **Provide continuing opportunities for children to manipulate a wide variety of materials and objects.**
    2. **Intervene with language and help children focus on relevant mathematic ideas.**
    3. **Encourage children to play, work, and solve problems together.**
    4. **Encourage children to put all objects, events, and actions into relationships.**
    5. **Understand children's thinking processes in order to know what kind of experiences to offer them.**

In the following situations given, put the letter that corresponds to the correct method of learning.

N - Naturalistic learning
I - Informal learning
S - Structured learning

(I) 14. Bob is setting the table. He gets frustrated because he does not seem to have enough cups. "Let's check," says his teacher. "There is one placemat for each chair. Let's see if there is one cup on each mat." They move around the table checking. They come to a mat with two cups. "Two cups," says Bob. "Hurrah!" says his teacher.

(N) 15. Roger is eating orange segments. "I got three." (Holds up three fingers.)

(S) 16. The teacher is seated with six children in a semicircle in front of her. "Today we are going to talk about things that are big and small." She holds up a grapefruit and an orange. "Find the one that is large."

(N) 17. Tamara takes a spoon from the drawer. "This is big." Mom says, "Yes."

(I) 18. Juanita has a bag of cookies. Mrs. Ramirez asks, "Do you have enough for everyone?" Juanita replies, "I don't know." Mrs. Ramirez asks, "How can you find out?" Juanita says, "I don't know." Mrs. Ramirez tells her, "I'll help you. We'll count them."

(S) 19. Mrs. Jones says, "Maria, I have some blocks here for you to count. How many are in this pile?

(I) 20. "I'm six years old," says three-year old Kate while holding up three fingers. Dad says, "Let's count those fingers. One, two, three fingers. You are three years old."

CONSERVATION TASKS

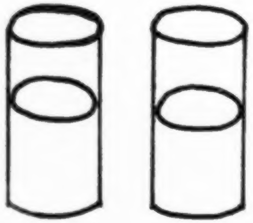
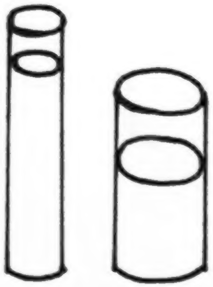
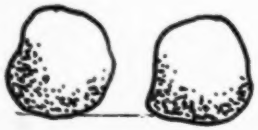
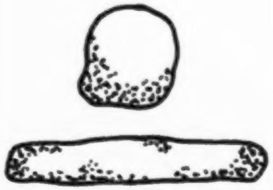
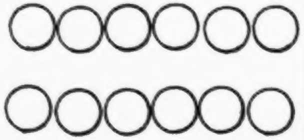
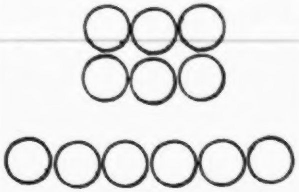
Original	Physical Change	Question	Nonconserving Answer	Conserving Answer
Same amount of drink 		Is there still the same amount of drink?	No, there is more in the tall glass.	Yes, you just put the drink in different sized glasses.
Same amount of clay 		Is there still the same amount of clay?	No, there is more clay in the snake because it is longer.	Yes, you just rolled it out into a different shape.
Same amount of pennies 		Are there still the same number of pennies?	No, there are more in the bottom row because it is longer.	Yes, you just moved the pennies closer together (Points to top row).

Figure #8

Figure # 9

PLANNING THE MATHEMATICS CURRICULUM

I. The Basics of Math

    A. Matching
    B. Number and Counting
    C. Sets and Classifying
    D. Comparing
    E. Shape
    F. Space
    G. Parts and Wholes
    H. The Language of Math

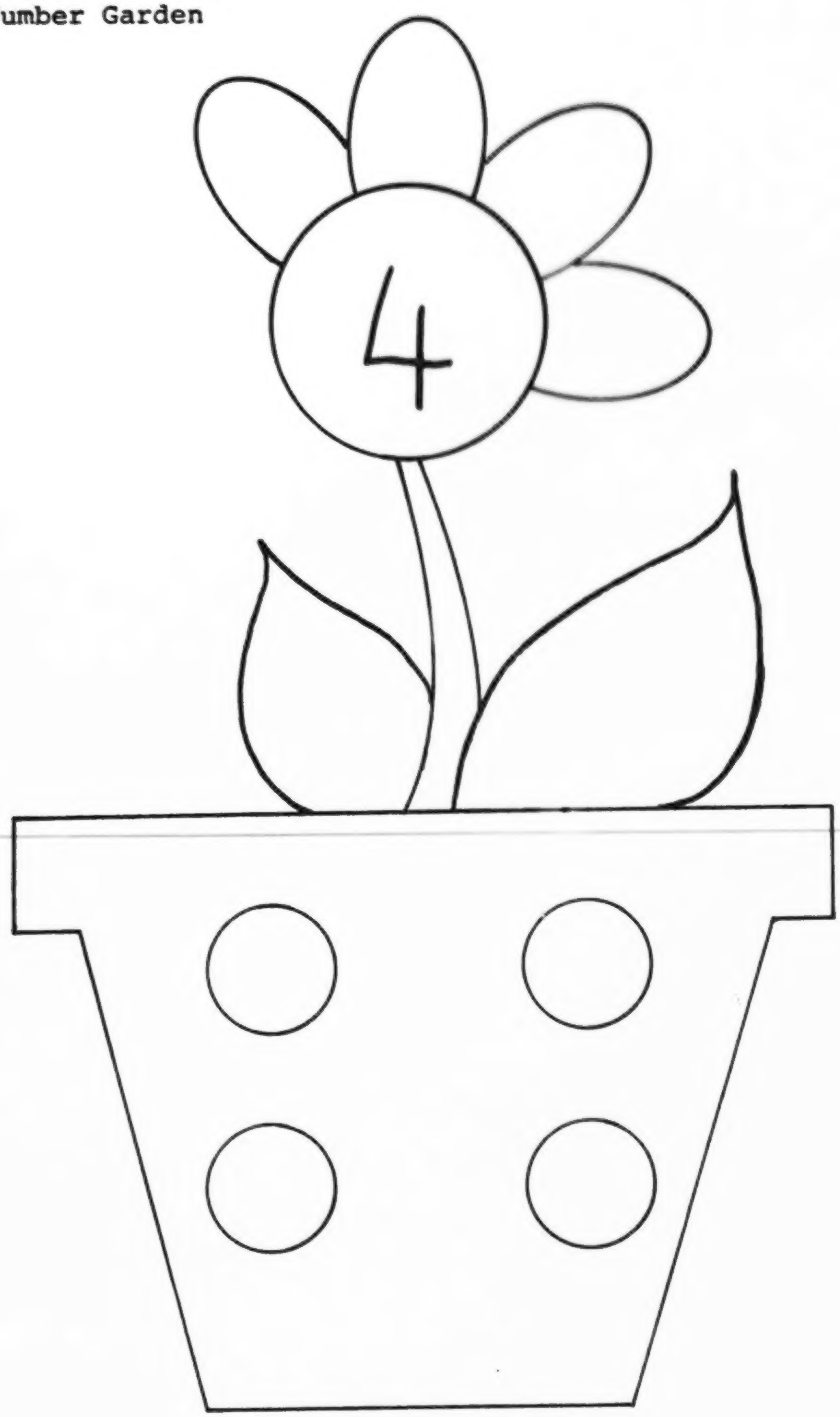
II. Using the Basics

    A. Ordering
    B. Measurement: Volume, Weight, Length, Temperature
    C. Measurement: Time
    D. Graphs
    E. Practical Activities

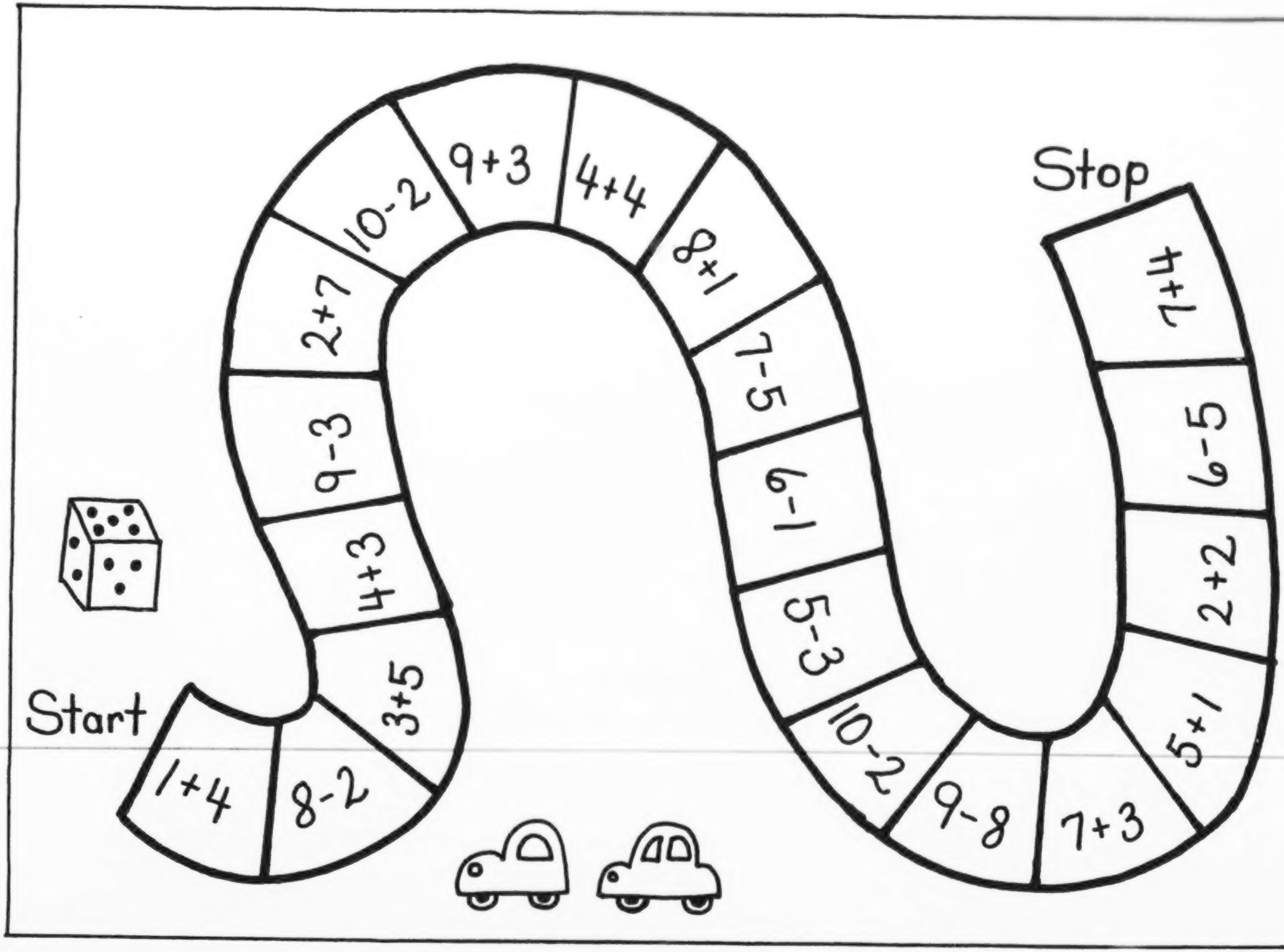
III. Symbols and Higher Level Activities

    A. Symbols
    B. Sets and Symbols
    C. Higher Level Activities

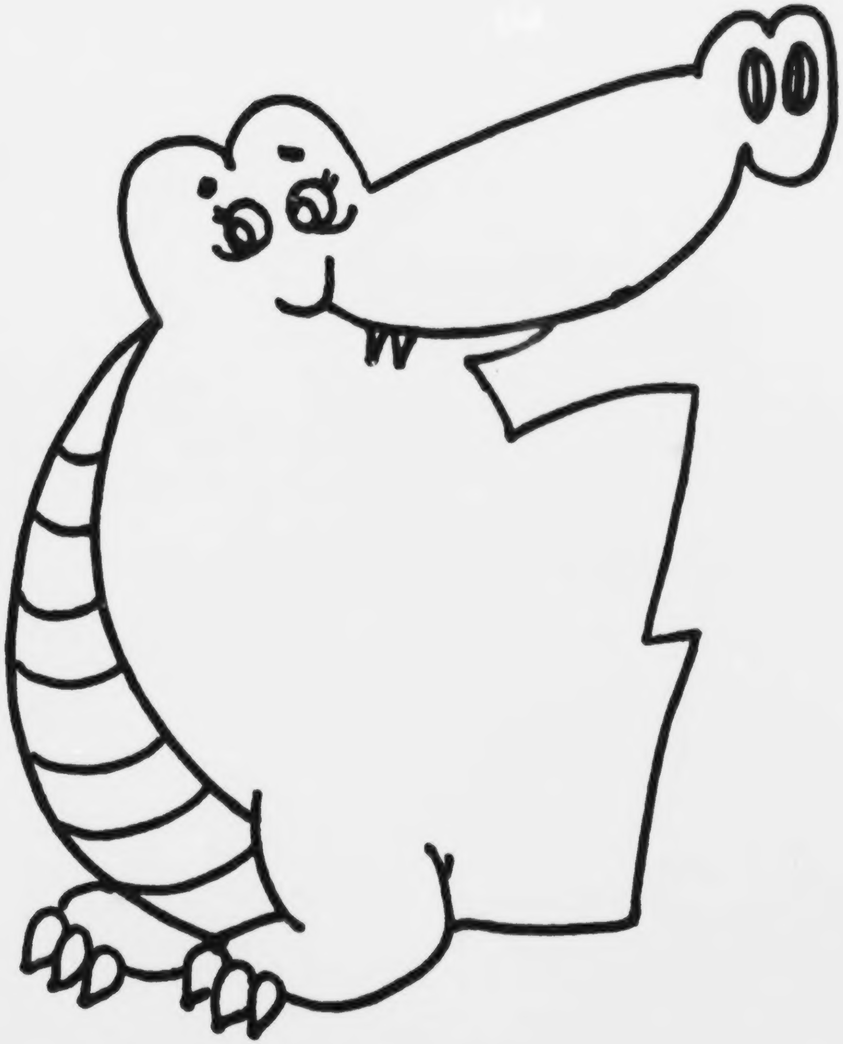
Student Handout #10
The Number Garden

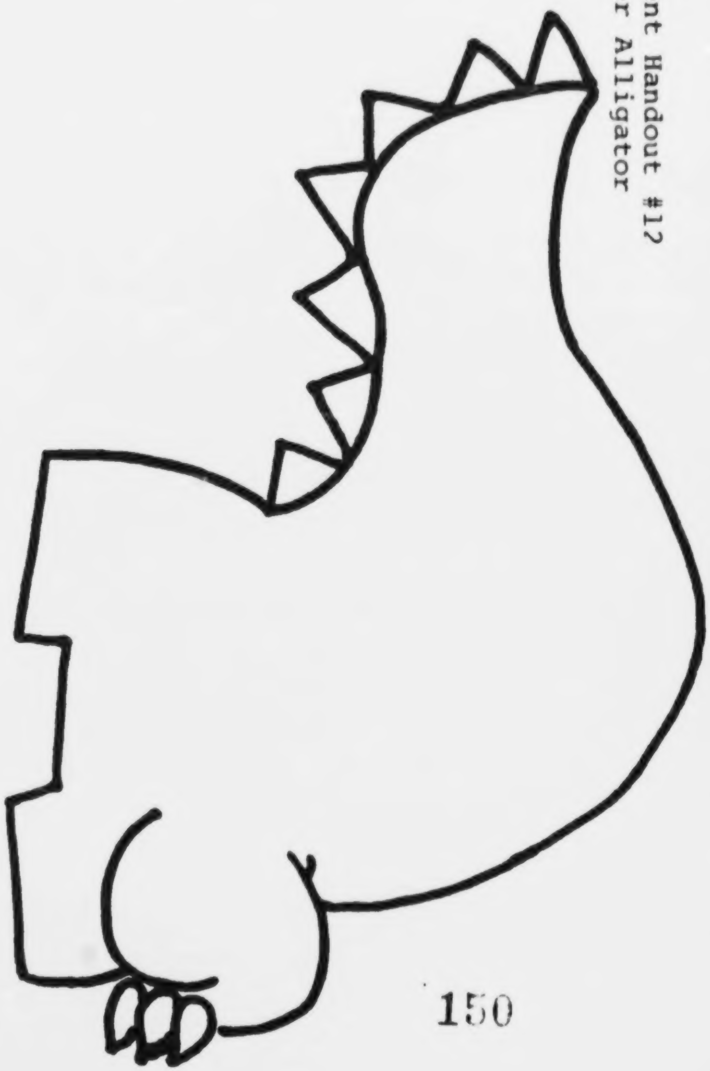


Student Handout #11
Math Drag Game

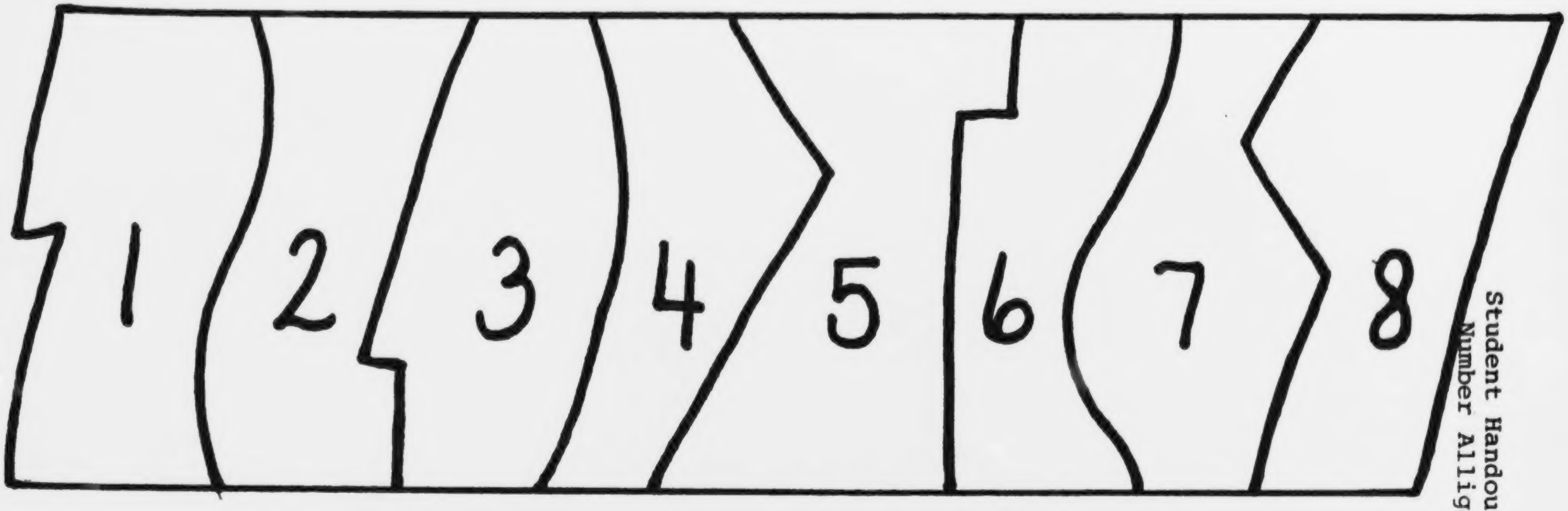

Start
1+4
8-2
3+5
4+3
9-3
2+7
10-2
9+3
4+4
8+1
7-5
6-1
5-3
10-2
9-8
7+3
5+1
2+2
6-5
7+4
Stop

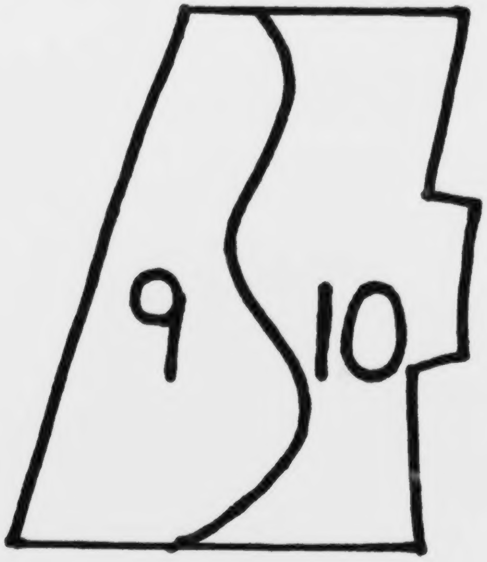
Student Handout #12
Number Alligator





Student Handout #12
Number Alligator





Student Handout #13

Conservation Tasks Reaction Sheet

1. Did the child exhibit conservation of:

drink ____

clay ____

pennies ______________________________________

2. Describe the child's reactions to the changed forms?

drink ____

____

clay ____

____

pennies ______________________________________

____

3. If the child exhibited nonconserving behavior, how did he or she justify that decision? Tell what reason the child gave for deciding that one group was larger or smaller than the other.

____

____

____

4. Describe the process the child used in making a decision? (either conserving or nonconserving)

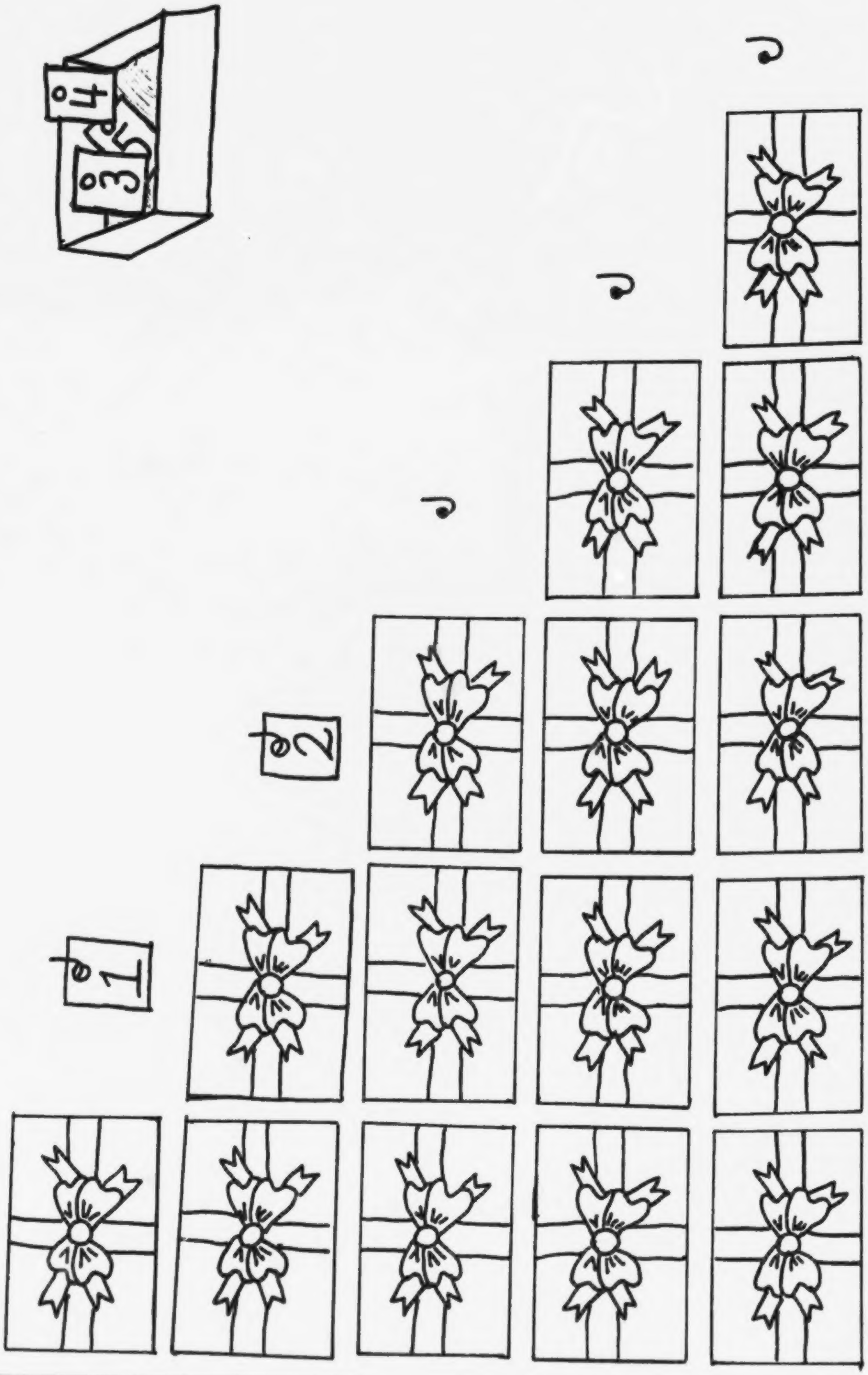
____

____

____

____

Student Handout #14
Count the Presents



UNIT: Appropriate Experiences for the Young Child

CONCEPT: Movement

GENERALIZATIONS

1. Physical activity and problem solving are integral parts of the movement program.
2. Basic movement activities are related to what the body does, how the body moves, and where the body moves.
3. The basic body skills are locomotor, nonlocomotor, and manipulative.
4. The movement program may be enhanced by the use of creative dance activities.
5. Language skills and fine and gross motor skills may be developed by fingerplays.

PERFORMANCE OBJECTIVES

Upon completion of the lesson, the student should be able to:

1. Define the three basic body skills and give an example of each.
2. Demonstrate the use of creative dance activities in the movement program.
3. Differentiate between the three main categories of basic movement activities and outline how each is incorporated into the movement program.
4. Show the relationship between the use of fingerplays in the movement program and the development of language skills and gross and fine motor skills.
5. Demonstrate a movement activity that encourages problem solving in young children as well as physical activity.

OUTLINE

I. Movement and the Young Child
    A. Motor Skill Development
    B. The Problem Solving Component
    C. Divisions of the Movement Curriculum

II. Plans for the Movement Curriculum

   A. Objectives for the Movement Curriculum

   B. Concepts of Basic Movement

      1. What the Body Does

      2. How the Body Moves

      3. Where the Body Moves

   C. Creative Dance

   D. Fingerplays

III. Implementation of the Movement Curriculum

   A. Guidelines for the Program

   B. Environmental Resources

   C. Basic Movement Activities

REVIEW OF SELECTED LITERATURE

The Child Development Curriculum Guide, Volume II, (Bulletin 1664), p. 276, stated that motor skill development requires time, environmental opportunities and the freedom to experiment. It is important that caregivers of young children understand this need to develop motor skills, what the young child's capabilities are, and how to plan experiences to augment this development.

Movement is said by some to be the child's natural language. Young children have been moving far longer than they have been speaking and therefore learn more quickly and effectively by moving (Vance, 1973). As is true in the other curricular areas, the young child learns by acting on his or her environment. This is probably most true for the curricular area of movement.

The movement curriculum not only encompasses the physical aspects of development, but also a portion of cognitive development. The movement program is a blend of both physical activity and problem solving. Children are asked to solve such problems as "Is there some way that you could get across the rug without using your feet?" (Hendrick, 1980). The presentation of problems in movement and the solutions discovered lead the child to new learnings in how the body works.

The basic movement curriculum can be subdivided into six different areas (Figure #10). Games, sports, gymnastics, dance, pantomime and role-playing are all derivatives of basic movement

(Vance, 1973). While the movement program for preschool children will continue to focus primarily on basic movements, the school-age child will be advancing into these more skill-oriented areas. The young child will follow the objectives of the movement curriculum as listed below:

1. Explore and discover the motor abilities of the body.
2. Develop body control.
3. Develop fine and large muscles of the body.
4. Seek out relationships of the body with the space around it.
5. Find delight in free body movement.
6. Improve problem-solving individually and jointly with others.

(Day, 1975)

Basic movement activities can be divided into the three main categories of what the body does, how the body moves, and where the body moves. Movement also involves relationships: the parts of the body to other parts of the body, individuals to other individuals and groups of individuals to other groups of individuals (Broman, 1978).

When planning for what the body does, the basic body skills--locomotor, nonlocomotor and manipulative--should first be considered. Locomotor skills involve movement of the body from place to place. Examples include walking, running, jumping, hopping, skipping, and rolling. Once children learn these basic locomotor skills well, they are prepared to begin combining them in sequences of motor activity.

Nonlocomotor skills involve the movement of the body while staying in one place. This type of skill includes pushing and pulling, swinging the body, and twisting and turning. Manipulative skills are movements involving a controlled use of the hands and feet. These include such skills as grasping, pointing, throwing, and catching.

A general body awareness is also included with what the body can do. Children given opportunities to learn the names of body parts will be more fully prepared to participate in movement activities (Vance, 1973).

How the body moves includes the concepts of time which are fast, medium, sudden, and sustained. The force with which the body is able to move, either strong or light, is included. The states of tensed and relaxed are also a part of how the body moves (Day, 1975).

Following the explorations of body skills and how the body moves, children are prepared to explore movements related to where the body can move. The body can move in various directions, at a variety of levels and along various pathways (Vance, 1973). As children explore where their body can move new words will become a part of their vocabulary. Some of these are listed below:

WHERE THE BODY MOVES IN SPACE

up
over
between
around
low
front
top
angular
forward

down
under
outside
near
high
back
left
sideways
backwards

in
through
inside
on
middle
bottom
right
past

A filmstrip to reinforce these new prepositions is listed below:

"In, Out, Up, Down, Under, Over, Upsidedown"
ACI Films, Inc.
35 West 45th Street
New York, NY 10036

Creative dance can be one of the freest and most joyful of all large motor activities. This kind of experience is best offered after children have had many opportunities with basic body movement activities. Hendrick (1980) suggested selecting an array of familiar recordings which provide a selection of moods and tempi. As children begin to move to the music, the caregiver encourages new creative movements. These experiences may begin successfully with smaller groups of children (four to five) and eventually change to include the entire group of children.

The term fingerplay is used to describe a poem, rhyme, or chant involving the manipulation of the fingers, hands, or entire body by the caregiver and the children. Not only are fingerplays useful in the development of language skills, but they also enhance the development of both fine and gross motor skills. Whether the child is making his/her fingers be little bees emerging from a hive or curling his/her entire body up like a seed, he/she is practicing new body movements and learning new skills (Hendrick, 1980). A list of fingerplay resource books is located under Suggested Readings.

Several examples of fingerplays to encourage a positive development of self concept follow. The skill area is also listed.

Manipulative

MY FINGERS

I stretch my fingers away up high. (lift fingers and stretch)
Until they almost reach the sky.
I lay them in my lap, you see. (fold hands in lap)
Where they're quiet as can be!

Nonlocomotor

STRETCH UP HIGH

Stretch up high.
Stretch down low.
Raise your arms
And away we go.

Make a circle in the air.
Sweep your arm around.
Now the other--do the same.
And then you touch the ground.

We like to bend.
We like to stretch.
We make our muscles strong.
Bend, stretch
Bend, stretch
All the whole day long.

Locomotor

THINGS I CAN DO

I can do a trick like a funny clown. (Somersault or Hop)
I can be stiff like a robot when I
walk around. (Stiff arms and legs)
I can jump and wave pom poms like
cheerleaders do. (Jump, extend arms)
And I can skip rope when I play with you. (Skip rope)

In order to have meaningful movement activities, the caregiver must carefully plan each experience with the following considerations in mind:

1. Begin the movement program with a flexible attitude. Creativity is a major component of the movement program.

2. Choose a time for movement when children are well-rested and not overstimulated by a previous activity.

3. Discuss with the children and agree on a signal to be used when it is time to start and to stop.

4. When a piece of equipment is involved, indicate what the child should do with it as soon as he or she gets the equipment.

5. Remind children to avoid collision with one another when they are working in the general or shared space.

6. Avoid demonstration of the movement in order to prevent preconceived notions.

7. Allow time for practice and creativity.

8. Always stop before fatigue develops.

9. Move the group to an outdoor area if running, galloping, leaping, or very vigorous movement is required.

10. Praise and reinforce the child's efforts to explore the limits of motor ability.

(Cherry, 1971; Day, 1975)

For many of the planned movement activities, children will simply need their bodies and an open area in which to move. There are, however, additional environmental resources that will enhance the movement program.

ENVIRONMENTAL RESOURCES

Record player and records
Tambourine or drum
Climbing apparatus
Carpet squares
Obstacle course apparatus
Parachute
Mat -- 4' X 6' (per 3-5 children)
Two inch plastic tape
Balance board

Per Child:

- Ball -- various sizes, 6" - 8"
- Rope -- 7" or 8" of #10 sash cord with ends taped to prevent fraying
- Beanbag
- Plastic hoop
- Wand -- 20" - 24" long
- Scarf
- Assorted rhythm instruments
- Yarn balls

(Adapted from Day, 1975; Vance, 1973;
Broman, 1978)

Appropriate movement activities for the preschool and school-aged child are included in the following charts.

MOVEMENT ACTIVITIES FOR THE PRESCHOOL CHILD

ACTIVITY	BEHAVIORAL OBJECTIVES	MATERIALS NEEDED	PROCEDURE
Locomotor			
Follow the Footprints	After placing foot patterns on the floor, the child will walk along the path, and place his/her feet on the patterns.	4 sheets of poster board; varying colors Scissors Clear contact paper or laminating film	Cut 12 pairs of feet from the poster board using pattern in Student Handout #15. Make the left and right feet different colors. Place on the floor in a pattern challenging for the age of the child. Ask children to walk along the path.
Balance Beam	After being provided with a balance beam, the children will cross the beam by themselves without falling off.	1 piece of wood (2"X4"X5') 2 pieces of wood (2"X4"X16") Paint Nail Hammer Sandpaper	Sand cut edges of wood. Paint the wood. Nail the 16" pieces of wood on the ends of the 5' piece of wood. Children can practice crossing by themselves, follow your directions or play follow the leader.

ACTIVITY	BEHAVIORAL OBJECTIVES	MATERIALS NEEDED	PROCEDURE
Nonlocomotor			
The Bent Over Man	After hearing the words to the chant, the child will move according to the directions.	None	Children move as the caregiver lively chants: I'm a bent o-ver, bent o-ver, bent o-ver man, I try to stand just as straight as I can. But all I can do is bend and bend, Because I'm a bent o-ver, bent o-ver man. I'm a sway-ing, sway-ing, sway-ing man, I try to stand just as still as I can. But all I can do is sway back and forth, Because I'm a sway-ing, sway-ing man. I'm a side-ways, side-ways, side-ways man, I try to stand just as still as I can, But all I can do is slide side-ways, Because I'm a side-ways, side-ways man.

ACTIVITY	BEHAVIORAL OBJECTIVES	MATERIALS NEEDED	PROCEDURE
The Bent Over Man (continued)			I'm a smil-ing, smil-ing, smil-ing man, I try to look just as sad as I can. But all I can do is smile and smile, Because I'm a smil-ing, smil-ing man. I'm a head-shak-ing, head-shak-ing, head-shak-ing man, I try to hold my head just as still as I can. But all I can do is shake and shake, Because I'm a head-shak-ing, head-shak-ing man.
Nonlocomotor			
Beanbag Fun	After being presented with a beanbag, the child will move the beanbag according to the directions given by the caregiver.	1 beanbag per child (Beanbags may be constructed in class.)	Ask children these questions: 1. What body parts can you use to move your beanbag? 2. What body parts can you use to catch your beanbag?

ACTIVITY	**BEHAVIORAL OBJECTIVES**	**MATERIALS NEEDED**	**PROCEDURE**
Manipulative Nut and Bolt Board	After being presented with a nut and bolt board, the child will screw the correct nut onto the bolt.	12'X3" plywood Assorted sizes of nuts and bolts Drill Glue Sandpaper Varnish	Drill holes in board for bolts. Sand and varnish wood. Place bolts in holes and glue in place. Children will locate the nut to fit each bolt and screw it on.
Sewing Cards	After being given a sewing card, the child will sew around the edges by lacing yarn in and out of the holes.	Heavy poster board Paper punch Scissors Contact paper or laminating film Yarn, shoelaces, or ribbon	Create a shape or design from the poster board Cover with clear contact paper or laminate. Punch holes around the edges. Cut a piece of yarn, ribbon, or shoelace long enough to sew around the card. Tie the yarn, ribbon, or shoelace at the upper left-hand corner of the figure. Caregiver may need to show children how to "sew."

(Adapted from Broman, 1978; Cherry, 1971; Day, 1975; Debelak, Herr, Jacobson, 1981)

MOVEMENT ACTIVITIES FOR THE SCHOOL-AGED CHILD

ACTIVITY	BEHAVIORAL OBJECTIVES	MATERIALS NEEDED	PROCEDURE
Creative Dance	After being provided with music and props the child will move to the music and write an interpretation of how the music makes him/her feel.	Dramatic Recordings (examples: "Superman" or "Rocky")	Guide children in planning a creative dance. Provide resources such as scarves, balloons or hoops. Have children write down how the music makes them feel and how they will interpret this through body movement.
Animal Toss	After being given the game pieces, the child will throw the ball and hit the target two out of three times.	1 animal poster 3 plastic foam balls, 3" diameter 1 strip 2"X4" Velcro	Locate a large poster of an animal. Glue the fuzzy Velcro to the animal's eyes and the looped Velcro to the balls. Increase game difficulty by having children stand at greater distances from the animal.

(Adapted from Debelak, Herr, Jacobson, 1981)

REFERENCES

Broman, B. L. The early years in childhood education. Chicago: Rand McNally, 1978.

Cherry, C. Creative movement for the developing child: A nursery school handbook for non-musicians. Belmont, California: Fearon Pitman, 1971.

Child development curriculum guide, Volume II (Bulletin 1664). Louisiana State Department of Education, 1982.

Day, B. Open learning in early childhood. New York: Macmillan, 1975.

Debelak, M., Herr, J. and Jacobson, M. Creating innovative classroom materials for teaching young children. New York: Harcourt Brace Jovanovich, 1981.

Hendrick, J. The whole child: New trends in early education. St. Louis: C.V. Mosby, 1980.

Vance, B. Teaching the prekindergarten child: Instructional design and curriculum. Monterey, California: Brooks/Cole, 1973.

SUGGESTED READINGS

Cherry, C. Creative movement for the developing child: A nursery school handbook for non-musicians. Belmont, California: Fearon Pitman, 1971.

Fearon Pitman Publishers, Inc.
6 Davis Drive
Belmont, CA 94002

An excellent reference book of creative movement activities to use with young children.

Fingerplay Resource Books

Cromwell, L., Hibner, D. and Faitel, J. R. Finger frolics. Mt. Rainier, Maryland: Gryphon House, 1983.

Gryphon House
3706 Otis Street
Mt. Rainier, MD 20822

Wiltcher, D. J. Lots of wiggles. Louisiana Association on Children Under Six, 1983.

LACUS
1610 Hodges Drive
Ruston, LA 71270

LEARNING ACTIVITIES

1. Title: Demonstration

   Description: It is important that the caregiver understand the need young children have to develop motor skills and be able to plan successful movement experiences to facilitate this development.

   Directions: Using the resources listed in this unit the student should choose one of the movement activities and be prepared to demonstrate it to a high school, kindergarten or day care class. Use the guidelines provided in this unit.

2. Title: Recording and Fingerplay Resource List

   Description: It is important that the caregiver have an organized and readily available resource list to aid in successful planning of movement activities.

   Directions: Have students compile a resource list of their own using movement records and recordings, fingerplays, and other materials. A form such as the one in Student Handout #16 may be used. Several sheets may be used to make a more complete listing. Students may wish to refer to Figure #12 for a list of recordings.

3. Title: Word Search Game

   Description: The "Movement Word Search Game" uses words and phrases found in the review of selected literature of this unit.

   Directions: Have students complete the "Movement Word Search Game" using copies of Student Handout #17.

4. Title: Prepare Cards for Card File

Description: Using the format below, prepare five cards in the area of movement for an activity card file.

1. Curricular Area:
2. Title of Activity:
3. Objective(s):
4. Concept(s):
5. Materials Needed:
6. Description of Experience:
7. Reference(s):

VOCABULARY

1. Locomotor skills--movement of the body from place to place.
2. Nonlocomotor skills--movement of the body while staying in one place.
3. Manipulative skills--movements involving a controlled use of the hands and feet.
4. Fingerplay--a term used to describe a poem, rhyme, or chant involving the manipulation of the fingers, hands, or entire body.

INSTRUCTIONAL AIDS

1. Title: Filmstrip

   Description: A filmstrip entitled "In, Out, Up, Down, Under, Over, Upsidedown" is a film that reinforces prepositions in young children's language.

   Directions: Show the film in class to demonstrate the use of prepositions in the movement curriculum.

   Materials Needed: Filmstrip, projector, screen

2. Title: Transparency

   Description: Use the transparency "Basic Movement and Derivatives" shown in Figure #10 to aid in discussion.

EVALUATION

Title: Written Quiz

Description: Use the following questions as a basis for evaluation.

Write "TRUE" if the statement is true or "FALSE" if it is false.

(TRUE) 1. Motor skill development requires time, environmental opportunities, and the freedom to experiment.

(TRUE) 2. Young children learn more quickly and effectively by moving.

(TRUE) 3. The young child learns by acting on his environment.

(TRUE) 4. The movement program is a blend of both physical activity and problem solving.

(TRUE) 5. Children given opportunities to learn the names of body parts will be more fully prepared to participate in movement activities.

(FALSE) 6. Fingerplays enhance the development of both fine and gross motor skills, but are not useful in the development of language skills.

(TRUE) 7. Creativity is a major component of the movement program.

Matching:

8. __(B)__ Nonlocomotor skills

9. __(D)__ Manipulative skills

10. __(C)__ Locomotor skills

11. __(A)__ Fingerplay

A. A poem, rhyme or chant involving the manipulation of the fingers, hands or entire body by the caregiver and the children

B. Involve the movement of the body while staying in one place

C. Involve movement of the body from place to place

D. Movements involving a controlled use of the hands and feet

12. Discuss the role of the caregiver.

He or she should be able to understand the need for young children to develop motor skills, plan experiences to augment the children's development, and know the young child's capabilities.

13. List the six subdivisions of the basic movement curriculum.

1. **Games**
2. **Sports**
3. **Gymnastics**
4. **Dance**
5. **Pantomiming**
6. **Role-playing**

14. List the three categories of basic movement activities.

1. **What the body does**
2. **How the body moves**
3. **Where the body moves**

15. List the three basic body skills and give examples of each.

1. **Locomotor**--walking, running, jumping, hopping, **skipping, and rolling**
2. **Nonlocomotor**--pushing and pulling, swinging the **body, and twisting and turning**
3. **Manipulative**--grasping, pointing, throwing, and **catching**

16. Describe a movement activity that encourages problem solving in young children.

Place a gymnastic mat on the floor and give children directions or pose a problem for them to solve by moving. For example, ask the child to find out how many different ways he or she can move across the mat by using hands and feet.
(Answers will vary.)

17. How the body moves is one of the main categories of basic movement activities. Explain the concepts children learn that are related to this category.

Children may learn the concepts of time such as fast, medium, sudden, and sustained as related to their body movements. They may also learn about the force with which their body can move (strong or light) . Learning the states of tensed and relaxed is also a part of studying how the body moves.

18. Explain how movement activities can be incorporated into all other curricular areas.

Movement activities can be adapted to fit any curriculum area. Fingerplays are especially helpful in doing this. A fingerplay can be found to use in any curriculum; when children learn the words, they are learning a **science, language arts, social studies, etc., concept besides learning the movements. Movement songs and recordings can also be found to enhance specific curricular areas.**

19. Describe in your own words what the caregiver must do to successfully plan movement activities.

The student's answer should have some or all of the following suggestions:

1. Begin with a flexible attitude.
2. Choose a time for movement when children are well-rested and not overstimulated from a previous activity.
3. Discuss with the children and agree on a signal to be used when it is time to start and to stop.
4. Indicate what the child should do with any equipment that is involved.
5. Remind children to avoid collision with one another when they are working in general or shared space.
6. Avoid demonstration of the movement in order to prevent preconceived notions.
7. Allow time for practice and creativity.

8. **Stop before fatigue develops.**
9. **Move the group to an outdoor area if running, galloping, leaping, or very vigorous movement is required.**
10. **Praise and reinforce the child's efforts to explore the limits of motor ability.**

20. Mrs. Anders is about to lead her preschool class of 15 children in a movement activity. She is using a movement recording and already has decided exactly how she wants the children to move. The children have just come in from outside play and are still rather active. She instructs the children to watch her as she demonstrates all of the moves. When it is time to start the activity some children are bumping other children and some are not staying in the group. When Mrs. Anders sees that the children are not following her example she stops the activity abruptly. What could Mrs. Anders have done to make her activity more successful? According to the guidelines discussed in class, what did she do wrong?

Mrs. Anders did not have a flexible attitude about movement. She wanted the children to model her movements. The children were not rested. They were overstimulated from outside play. Mrs. Anders demonstrated the motions, which does not allow children to be creative. She did not remind children to avoid collision and there probably wasn't enough room for all 15 children; therefore, Mrs. Anders had trouble **with collisions. She stopped the activity abruptly which did not allow for practice or creativity.**

(Students' answers may vary.)

Figure #10

Basic Movement and Its Derivatives

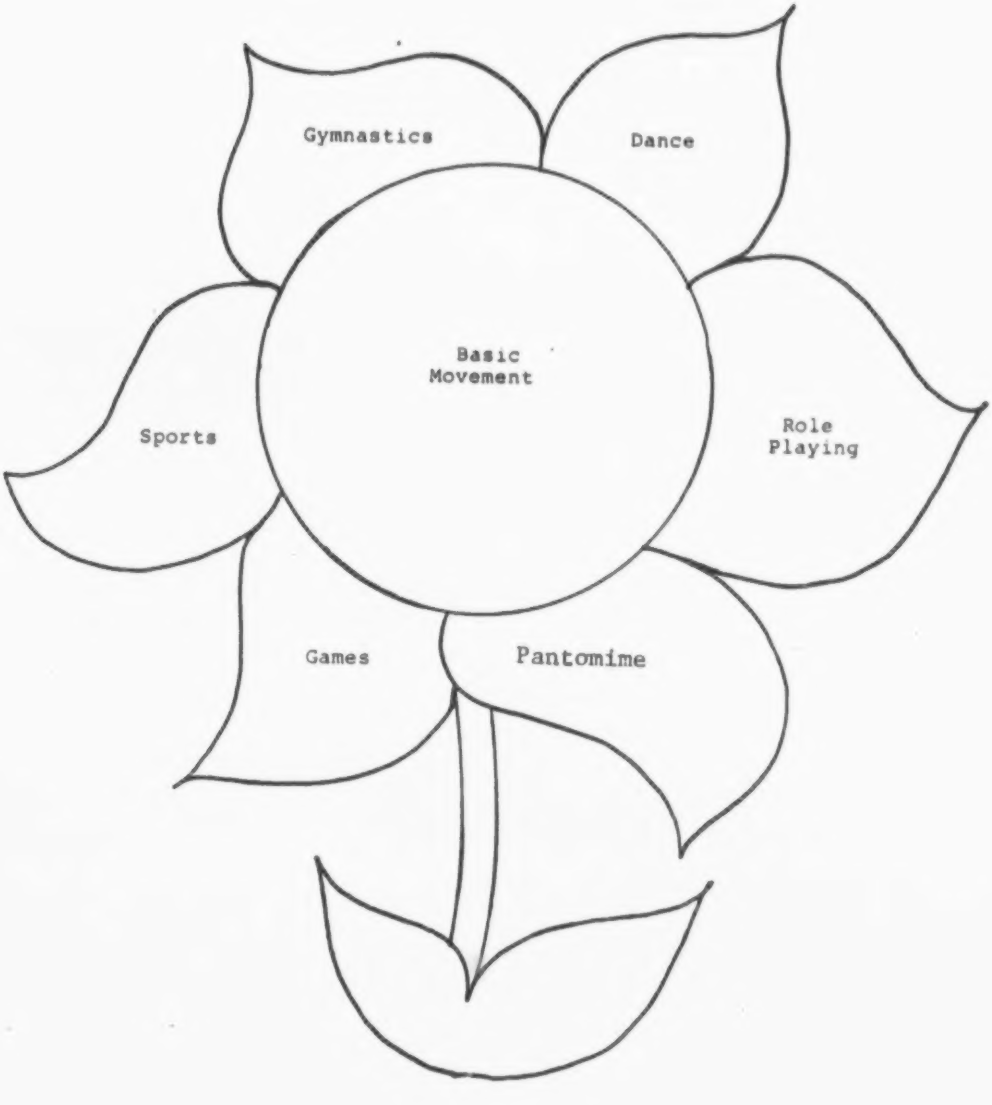

Gymnastics
Dance
Basic Movement
Sports
Role Playing
Games
Pantomime

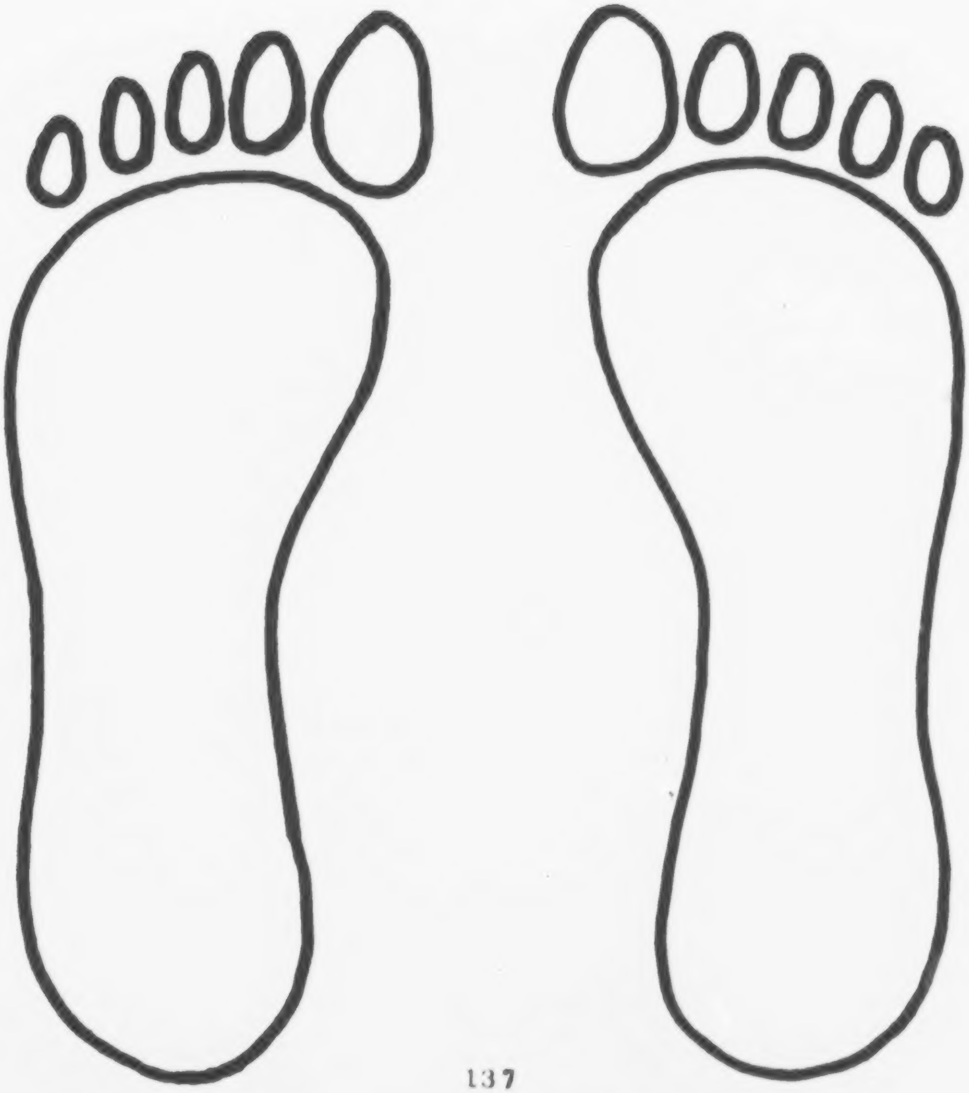
Figure #11

Children's Recordings

1. Movin', AR 546
   Hap Palmer
   Educational Activities, Inc.
2. Pre-School Fitness, MH-61
   Melody House Recordings
3. Getting to Know Myself, AR-543
   Hap Palmer
   Educational Activities, Inc.
4. Romper Room: Fitness Fun
   Nancy Claster
   Peter Pan Records
5. Children's Body Awareness and Movement Exercises
   Bob Kay
   Think Stallman Productions Ltd. Number 2907
6. Walter the Waltzing Worm, AR 555
   Hap Palmer
   Educational Activities

For addresses of these music companies see Music Unit, page 154.

Student Handout #15
Feet Pattern



Student Handout #16

Movement Activities Resources

Recordings	Fingerplays	Other Resources
Title: Author or Composer: Recording Company:	Title: Book: Page:	Title: Book: Page:
Title: Author or Composer: Recording Company:	Title: Book: Page:	Title: Book: Page:
Title: Author or Composer: Recording Company:	Title: Book: Page:	Title: Book: Page:
Title: Author or Composer: Recording Company:	Title: Book: Page:	Title: Book: Page:
Title: Author or Composer: Recording Company:	Title: Book: Page:	Title: Book: Page:

Student Handout #17

Movement Word Search Game

Directions: Locate words listed at bottom of page in the puzzle and circle them. Use words to complete sentences on next page.

d a p r t m o j k r y m n u p a p e a
s m o v e m e n t a r e i u n s s o n
g b a c d x z r l o t v i n o g i n j
r s t f k s m p u o s s t e n x a o n
a i o n l d r v l n m o r s l v p h j
t u v r d e x m o d a c e m o r s e a
s t o r g e x v i o e s c t c s a r a
d e f n m s i i t r o s r g o t s t u
r h i s b e o n b m e p e n m b a p e
g f g e n d r a x l o s a m o e s r a
u v e n v i r o n m e n t n t f o n e
s v d p o n e a t a e i i p o g s t e
a s u s r a v d u s v o v v r k i o n
r p c a n t u v e o n e e a b u o n g
e r o t o m o c o l m a d x s x t i v
o e o t r e a v i x u s a r a d v a n
v p d c o m t e r s d u n t o e l e a
k o o r p a s t o s e n c n v a m a n
s s p e a k i n g p o i e s t a x r e
m i r l p c d i j r s v e r o m e b c
o t a a b e k q t f i o b e s e s p a
n i o t f l n u v a i j h a v o x o r
s o m i g o x c a r i n k l s t v i e
p n a o n p o e f e o p e a v e s t o
e s n n m o r b g a a e o r e i k a n
i p s s s o r g r t e o o e p s p e a
o e t h o e a f s r u i a d e s o n c
m a a i n v m a n i p u l a t i v e w
a n v p g o p j m o r p s u a a s p b
n t e s s r v n n p s a t v r m e o n

1. movement
2. environment
3. locomotor
4. creative dance
5. prepositions
6. nonlocomotor
7. fingerplay
8. fine; gross
9. manipulative
10. flexible
11. relationships
12. speaking

Student Handout #17

Movement Word Search Game

1. ____________________ is said by some to be the child's natural language.

2. The young child learns by acting on his or her _____________.

3. ________________ skills involve movement of the body from place to place.

4. _____________________ can be one of the freest and most joyful of all large motor activities.

5. As children explore where their bodies can move, new ____________ become a part of their vocabulary.

6. _________________ skills involve the movement of the body while staying in one place.

7. The term _______________________ is used to describe a poem, rhyme, or chant involving the manipulation of the fingers, hands, or entire body.

8. Fingerplays enhance the development of ______________________ and ________________________ motor skills.

9. ___________________ skills involve a controlled use of the hands and feet.

10. Caregivers should begin a movement activity with a _____________ attitude.

11. One of the objectives of the movement curriculum is that the young child seek out _____________________________ of the body with the space around it.

Movement Word Search Game

Key

```
d a p r t m o j k r y m n u p a p e a
s m o v e m e n t a r e i u n s s o n
g b a c d x z r l o t v i n o g i n j
r s t f k s m p d o s s t e n x a o n
a i o n l d r v l n m o r s l v p h j
t u v r d e x m o d a c e m o r s e a
s t o r g e x v i o e s c t c s a r a
d e f n m s l i t r o s r g o t s t u
r h i s b e o n b m e p e n m b a p e
g f g e n d r a x l o s a m o e s r a
u v e n v i r o n m e n t n t f o n e
s v d p o n e a t a e i i p o g s t e
a s u s r a v d u s v o v v r k i o n
r p c a n t u v e o n e e a b u o n g
e r o t o m o c o l m a d x s x t i v
o e o t r e a v i x u s a r a d v a n
v p d c o m t e r s d u n t o e l e a
k o o r p a s t o s e n c n v a m a n
s s p e a k i n g p o i e s t a x r e
m i r l p c d i j r s v e r o m e b c
o t a a b e k q t f i o b e s e s p a
n i o t f l n u v a i j h a v o x o r
s o m i g o x c a r i n k l s t v i e
p n a o n p o e f e o p e a v e s t o
e s n n m o r b g a a e o r e i k a n
i p s s s o r g r t e o o e p s p e a
o e t h o e a f s r u i a d e s o n c
m a a i n v m a n i p u l a t i v e w
a n v p g o p j m o r p s u a a s p b
n t e s s r v n n p s a t v r m e o n
```

1. **movement**
2. **environment**
3. **locomotor**
4. **creative dance**
5. **prepositions**
6. **nonlocomotor**
7. **fingerplay**
8. **fine; gross**
9. **manipulative**
10. **flexible**
11. **relationships**
12. **speaking**

UNIT: Appropriate Experiences for the Young Child

CONCEPT: Music

GENERALIZATIONS

1. Most children are ready to enjoy a planned musical experience by the age of four or five.
2. Music experiences for young children can enhance other areas of development.
3. Listening skills are considered the foundation for all musical experiences.
4. The use of musical instruments is one method of encouraging creativity in young children.

PERFORMANCE OBJECTIVES

Upon completion of the lesson, the student should be able to

1. Describe and demonstrate a musical activity while considering the developmental characteristics of preschoolers as related to their musical abilities.
2. Describe the developmental benefits of music.
3. List and define the seven elements of music.
4. Discuss guidelines for helping children play responsibly when using instruments.
5. Describe the general objectives of the music program.
6. Demonstrate an activity that shows how listening skills are the foundation of all other musical experiences.
7. Explain how the use of instruments increases creativity in young children.

OUTLINE

I. Music Development

   A. Early Experiences

   B. Developmental Characteristics

   C. Benefits of the Music Curriculum

II. Plans for the Music Curriculum
   A. The Elements of Music
   B. Music Skills
   C. Objectives of the Music Curriculum

III. Implementation of the Music Curriculum
   A. The Role of the Caregiver
   B. The Caregiver Without Music Training
   C. Action Songs
   D. Music Activities
      1. For the Preschool Child
      2. For the School-aged Child
   E. Recordings for Children

REVIEW OF SELECTED LITERATURE

Music has been called the universal language. As the baby grows, the enjoyment of sounds, music, and rhythm expands and develops. The toddler will punctuate his/her play with little tunes made up as the moment, mood, or thought dictates (Vance, 1973). By the time children are four or five, they are ready to enjoy a planned musical experience. The caregiver can then begin to plan a balance of activities such as listening and appreciation, singing, playing instruments, sound-making, and creating new songs and melodies.

In order to plan appropriate music experiences for young children, a review of the developmental characteristics of the preschooler as they relate to music abilities is helpful. The young child:

1. Likes to do things his or her own way and resists too many directions.
2. Enjoys nonsense words, rhyming words, and words that are repeated.
3. Is beginning to enjoy group singing.
4. Has a voice range from middle C to the G above.
5. Likes to dramatize songs.

Successful music activities can be presented when knowledge of these characteristics is incorporated into planning (Bayless and Ramsey, 1978).

The direct benefit of the music experience can be seen in all areas of development. Music provides a format for communication and the opportunity for children to express themselves orally, thus enhancing language development. The child is stimulated cognitively through learning new songs, remembering rhythms and melodies, and by using his or her imagination to create new melodies, words, and music activities. Music can extend the understanding of many concepts in science, math, and other content areas.

It is often a social experience when children sing, dance, or play instruments together. Learning to cooperate and participating as a member of the group are positive social experiences. Music can also provide one of the best emotional outlets for the young child. Creating something enjoyable for others which is unique to the child can bring great emotional satisfaction (Seefeldt, 1980).

Musical skills are developed through the use of the elements of music. By planning first hand experiences for young children using each element, you will give the children a better understanding of the elements and the ability to identify them in musical activities. The elements include:

1. Rhythm -- Regulated pattern formed by long or short notes. Children can learn to be aware of rhythm by clapping the beat of a favorite song and then clapping the beat of another favorite song and comparing the differences.

2. Tempo -- The relative speed of a musical composition or how fast or slow it is to be sung or played. The child can experience tempo by hearing fast and slow music through melodic instruments, songs on recordings, and the singing of fast or slow songs.

3. Melody -- A pleasing succession or arrangement of individual sounds or single notes. One effective way to help children learn the meaning of melody as it goes up and down is to help them to use their hands in front of them as they sing to describe the level of each note in the song. When the melody goes "way high," the hand goes "way high"; when the song is "very low," the hand goes to the floor.

4. Tone Quality -- The characteristic of a sound that distinguishes it from other sounds of the same pitch and volume. In particular, it refers to the distinctive tone of a musical instrument, a voice, or a voiced speech

sound. Young children can explore tone quality by listening to various sounds they can make in their own environment with their own voices and musical instruments.

5. Dynamics -- The variation in force or intensity in musical sound, or the loudness or softness of the music and its variations. Children can learn the concepts of loud and soft when listening to recordings, or by singing and experimenting with musical instruments.

6. Harmony -- The pleasing interaction or appropriate combination of several pitches at once. The young child can begin to understand harmony by first identifying the pitches that "do not sound right" together.

7. Form -- The elements of varied arrangements which form a pattern. Children can begin to recognize form when they hear a melody for a second time or patterns which are repeated (Vance, 1973).

The music skills that will provide children with opportunities to use the elements of music include listening, singing, moving, playing instruments, creating, reading or a combination of the various skills. Information concerning the incorporation of movement concepts and activities is included in the concept area "Movement."

Listening, which involves perception and requires both thought and reasoning, is considered to be the foundation for all musical experiences. In order to maximize the conditions for developing good listening habits, one should give careful attention to the arrangement of the environmental setting. In organizing this environment, articles which are potentially distracting are put away and children are encouraged to participate in careful listening (Bayless and Ramsey, 1978).

Singing is a musical activity which includes the ability to hear and produce an appropriate series of musical tones together with the words that accompany them. Children will enjoy the repetition of songs as they practice singing appropriate words and tones. Suggestions to remember when teaching a song to young children include:

1. When introducing a song for the first time, play it or sing it from beginning to end. Sing or play it several more times, encouraging children to join in when ready.

2. Motivate children to learn a song by presenting a picture, an object, a story, or a problem to solve.

3. Give the children something to listen for. They may be asked to listen for how the song made them feel, what

the words told them or what special person was in the song.

4. Use pictures or gestures to remind children of the words. The children may then be asked to put the pictures in the correct order.

5. Vary the approach when returning to a song children are learning. Ways to add variety include clapping with the rhythm, varying the accompaniment, or even tape recording the song (Vance, 1973).

Using instruments in the music program is one method of encouraging a high degree of creativity. The caregiver may plan to have rhythm instruments available on a daily basis in a music center. Children may choose their instruments and even organize a band.

Many enjoyable rhythm instruments can be made by the children. A simple drum can be constructed from cans, wooden bowls, or nail boxes. Cymbals made from two pan lids are particularly appealing. Other ideas for child-constructed instruments are listed in the Child Development Curriculum Guide, Volume II, (Bulletin 1664), p. 362.

Hendrick (1980) listed guidelines for use of instruments that will help children play responsibly and have enjoyable experiences.

1. Introduce a small number of musical instruments to a small group of children.

2. Indicate to children how the instrument is to be used and where it should be placed upon completion of the activity.

3. Indicate that drums and tambourines can be hit with one hand only; allow one maraca per child.

4. Prepare to get right into the music and become involved in the activity.

When young children have had a variety of experiences with the skills of listening, singing, moving, and playing instruments, they will be ready to create their own musical expressions. This creating may involve clapping the rhythm of the names of the children in the class or selecting notes on the piano to fit a name. Children often enjoy making up new words to a familiar tune.

The reading skill young children begin to practice is not necessarily the translation of musical notes into a performance by the human voice or by an instrument. The young child is able to follow melodic contour (Figure #12) or "read" colors to play on a piano keyboard (Figure #13)(Vance, 1973).

Based on the knowledge of the importance of the elements and general program objectives, skills of music were formulated.
For each child music can:

1. Promote appreciation and enjoyment.
2. Encourage discrimination in the choice of music and other aesthetic experiences.
3. Develop an awareness of, and sensitivity to, sounds as well as auditory acuity.
4. Develop and extend voice range.
5. Provide experiences in listening.
6. Promote growth in motor control.
7. Develop intellectual and emotional capacities (Leeper, Witherspoon and Day, 1984).

The caregiver plays a significant role in structuring an environment that fosters and facilitates music growth. The following guidelines specify how the caregiver can help children achieve their greatest music potential.
The caregiver will:

1. Increase his or her own awareness of the range of musical opportunities.
2. Provide a wealth of musical experiences for the young child.
3. Make music an integral part of the whole day.
4. Build a strong and varied repertoire of rhythms, finger plays, poetry, and movement exercises.
5. Foster a sharing, "talking" atmosphere surrounding the young child.
6. Recognize individual differences reflected in each child's musical preferences.
7. Enjoy with the young child the delight of music.
8. Help the young child put to music his or her own nonsense rhymes, riddles, and verses.
9. Use music to expand the memory.

10. Play a supporting role as the young child experiments and discovers music (Bayless and Ramsey, 1978).

Caregivers who have had little or no training in the area of music are sometimes hesitant in providing music experiences for children. For these adults, Robison (1983) offers the following advice:

1. Value musical explorations and activities.

2. Encourage children to help each other.

3. Surround the musical activities with good management rules in order to prevent noise and disturbance to other children and activities.

4. Implement other music activities such as playing records and encouraging rhythmic and free movement and singing.

5. Seek assistance from musically trained teachers or supervisors.

Children are highly attracted by action songs. These are particularly useful at the beginning of a child's school experience or with children who are reluctant to participate with the group. There are some songs that have worked successfully over time with a large number of caregivers. These are presented in Student Handout #18.

Presented below are music activities for the preschool and school-aged child. They provide specific examples of age-appropriate activities which encompass several elements and music skills.

MUSIC ACTIVITIES FOR YOUNG CHILDREN

ACTIVITY	BEHAVIORAL OBJECTIVE	MATERIALS NEEDED	PROCEDURE
Rubber Band Box	After being presented with the materials, the child will construct an instrument using rubber bands.	Cigar box (or a similar sized box) 5 rubber bands, several lengths and thicknesses 10 brass fasteners	Punch five holes, 1½" apart, in each end of the box. Attach a rubber band to a brass fastener, push through one of the holes, and open the fastener on the inside of the box. Stretch the rubber band tight to the other end of the box and attach it in the same way. Attach the rest of the rubber bands. Encourage children to pluck the rubber bands with their thumbs.
Name the Instrument	After hearing a musical instrument, the child will be able to name the instrument without seeing it.	Screen Variety of simple rhythm instruments (examples: tambourine, bells, and sand blocks)	After the children have had a number of opportunities to use several simple rhythm instruments, involve them in a listening exercise. First review how each

ACTIVITY	BEHAVIORAL OBJECTIVE	MATERIALS NEEDED	PROCEDURE
			musical instrument sounds and the name of the instrument. Then play each instrument behind the screen and have the child guess which instrument is being played.
Guest Musician(s)	After a visit with a musician(s), the child will be able to tell two things about the instrument the musician plays.	None	Invite guest musicians to share their talent with the children. Prepare the performers by helping them understand that young children are curious, have a short attention span, and want to touch and try out instruments themselves.

MUSIC ACTIVITIES FOR THE SCHOOL-AGED CHILD

ACTIVITY	BEHAVIORAL OBJECTIVE	MATERIALS NEEDED	PROCEDURE
Light Bulb Maracas	After being presented with the materials, the child will make at least one maraca to use as a rhythm instrument.	Bowl Spoon Wallpaper paste Water Newspaper Paint Large, burned out light bulbs Scissors	Mix the wallpaper paste in a bowl according to the directions on the package. Cut 40 newspaper strips per maraca, 1" X 4", and dip them in the paste. Wrap the light bulb with the newspaper until the bulb is completely covered, including the screw-in metal portion. Allow the paper-mache covered bulb to dry thoroughly and then hit it against a hard surface to break the glass. Paint the maraca.

ACTIVITY	BEHAVIORAL OBJECTIVE	MATERIALS NEEDED	PROCEDURE
Music used to Complement a Text	After hearing the music several times the child will be able to act out the story the music tells.	Record of "Peter and the Wolf" (Leonard Bernstein and the New York Philharmonic on Columbia)	Play the record in one session simply as a learning experience to familiarize the children with the story. During the second session, have them listen several times to the first part, which associates themes with animals. Talk about how the sounds describe the animal. Assign a theme to each child and have him/her take turns acting out the story.

(Adapted from Debelak, Herr and Jacobson, 1981; Croft and Hess, 1980; Bayless and Ramsey, 1978)

The caregiver will need access to a variety of high quality recordings for young children. The list below is a good collection to begin with. These can either be borrowed from a public library or purchased from the listed sources.

RECORDINGS FOR YOUNG CHILDREN

(Resting)

Sea Gulls: Music for Rest and Relaxation, AR 584
Hap Palmer
Educational Activities, Inc.

(Singing)

Burl Ives Sings Little White Duck and Other Children's Favorites
Columbia Records

Holiday Songs & Rhythms, AR 538
Hap Palmer
Educational Activities, Inc.

The Hokey Pokey and Other Favorites, MH-33
Melody House

Free to Be You and Me
Marlo Thomas and Friends
Arista Records

Learning Basic Skills Through Music, AR 521
Hap Palmer
Educational Activities, Inc.

Bowmar Orchestral Library, Series 1 and 2
Bowmar

(Instruments)

Play Your Pretty Instruments and Make a Pretty Sound, 7665
Ella Jenkins
Folkway Records

Homemade Band, AR 545
Hap Palmer
Educational Activities, Inc.

Know the Orchestra
Bowmar

Sources for Recordings:

Bowmar
250 West 57th St.
New York, NY 10019

Capital Records, Inc.
1290 Avenue of the Americas
New York, NY 10019

Childcraft
Education Corp.
20 Kilmer Rd.
Edison, NJ 08817

Educational Activities, Inc.
Freeport, NY 11520

Kimbo Educational
P. O. Box 477
86 South 5th Ave.
Long Branch, NJ 07740

Melody House
819 N.W. 92nd St.
Oklahoma City, OK 73114

Folkway Records
43 West 61st St.
New York, NY 10023

Arista Records
1776 Broadway
New York, NY 10019

Peter Pan Records
Ambassador Record Corp.
Newark, NJ 07105

Think Stallman Productions
Stallman Educational Systems
P.O. Box AL
Roslyn Heights, NY 11577

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Wiltcher, D. *Lots of wiggles*. Louisiana Association on Children Under Six, 1983.

SUGGESTED READINGS

Bayless, K. M., & Ramsey, M. E. *Music: A way of life for the young child*. St. Louis: C.V. Mosby, 1978.

C.V. Mosby Company
11830 Westling Industrial Drive
St. Louis, MO 63141

A comprehensive guide for planning and presenting a music program to young children. Includes music for favorite songs.

LEARNING ACTIVITIES

1. Title: Demonstrate Musical Instruments

   Description: In order for young children to develop an appreciation of music and musical instruments, the caregiver should demonstrate the use of musical instruments to them.

   Directions: Invite a preschool teacher to play an instrument (such as an autoharp) for the class. Have students demonstrate the use of a musical instrument to the class as they would if they were demonstrating to young children. Have them explain the use and care of the instrument and rules pertaining to classroom use. Several musical instruments that would be appropriate to demonstrate include an autoharp, a piano, a violin and a tambourine.

2. Title: Teaching New Songs to Children

   Description: The child is stimulated cognitively through learning new songs. Therefore, it is important that the caregiver be able to teach songs to the children and sing along with them.

   Directions: Using the unit information and children's music books, records, or recordings, make a list of five children's songs. Demonstrate to the class how you would teach two of the five songs to young children. Examples of songs are included in Student Handout #18.

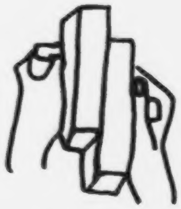
Song	Source
1.	
2.	
3.	
4.	
5.	

3. Title: Preparing Rhythm Instruments for Young Children

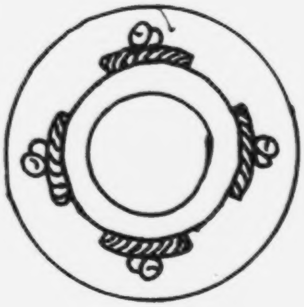
Description: Music skills are developed through the use of the elements of music. Firsthand experiences with rhythm instruments will help develop an understanding of rhythm and tempo, which are two of the elements of music.

Directions: Students should use the following procedures for making instruments illustrated below.

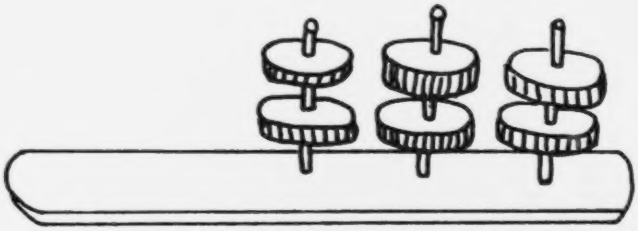
Illustrations for Rhythm Instruments



Sandpaper Blocks



Tambourine



Jingle Tap

Jingle Tap

Materials

1. A smooth, flat piece of wood approximately three inches wide and 12 inches long.
2. Soda bottle lids with liners removed (not the twist-off type).
3. Nails (as long as the board is thick)
4. Hammer

Procedure

1. Place two bottle caps together, one on top of the other.
2. Hammer a nail through both bottle caps and into the wood, leaving enough space for the caps to rattle when shaken. Make sure the ends of the nails do not stick out through the other side of the wood.
3. Repeat step #2 two more times.

Tambourine

Materials

1. Two aluminum pie pans or heavy duty paper plates.
2. Hole puncher
3. Brightly colored yarn
4. About 12 small bells (you can use soda bottle lids as in the Jingle Tap)
5. Glue

Procedure

1. Glue the rims of the two plates together and allow glue to dry.
2. Punch holes about ½" from the edge of the plates about 3" apart.
3. Lace the yarn through the holes and add the bells or bottle caps as you go.

Sandpaper Blocks

Materials

1. Two pieces of 6" X 3" medium sandpaper
2. Two pieces of wood, approximately 6" long, 3" wide, and 2" high
3. Glue
4. Two nails with large heads and hammer
5. Two empty thread spools

Procedure

1. Glue sandpaper on one side of each block.
2. Put thread spool in the center of the other side of each block. Hammer the nail through the hole in the spool into the block.
3. Rub blocks together to create sound.

Rhythm Gloves

Materials

1. A discarded child's glove
2. Five medium or large buttons
3. Needle and thread
4. Small, empty tin can

Procedure

1. Sew one button to the end of each finger and thumb of the glove.
2. Have child hold can bottom side up, in one hand and tap gloved fingers on bottom of can in time to music.

(Taken from Texas Child Care Quarterly, 1980)

4. Title: Demonstrate Finger Plays

Description: Have each student choose from the list of sources below, a fingerplay that reinforces rhythm in music to teach to the class.

Directions: Begin the activity by demonstrating one of the fingerplays below to the class or to a kindergarten class. Then have each student demonstrate one to the class and have them record the finger-plays to include in their card file.

Action Play

We step, step, step and tap, tap, tap
And then we turn around.

We step, step, step and tap, tap, tap
And bow without a sound.

We clap down low, we clap up high,
We clap the ground, we clap the sky.

We step, step, step, and tap, tap, tap,
And then we sit right down.

Two Little Hands

Two little hands go clap, clap, clap.
Two little feet go tap, tap, tap.
Two little feet go jump, jump, jump.
One little body turns round and round.
And sits quietly down.

(Taken from Wilmes, 1983 and Wiltcher, 1983)

5. Title: Prepare Cards for Card File

Description: Using the format below, prepare five cards in the area of music for an activity card file.

1. Curricular Area:
2. Title of Activity:
3. Objective(s):
4. Concept(s):
5. Materials Needed:
6. Description of Experience:
7. Reference(s):

6. Title: "Reading" The Colors

Description: Children can translate musical notes into a performance by following melodic contour or "reading" colors to play on a piano keyboard.

Directions: Choose a simple tune like "Mary Had a Little Lamb" or "Twinkle, Twinkle Little Star" and color code the notes of the song on poster board strips and place on the piano. Refer to Figure #13 for an illustration.

Materials Needed: poster board, markers, music to the tunes you select

7. Title: Guest Musician

Description: A guest musician can introduce new ideas and concepts to students.

Directions: Invite a high school chorus director or other guest musician(s) to describe and demonstrate the music elements and skills listed in this unit.

VOCABULARY

1. Rhythm--Regulated Pattern formed by long or short notes
2. Tempo--The relative speed of a musical composition or how fast or slow it is to be sung or played
3. Melody--A pleasing succession or arrangement of individual sounds or single notes
4. Tone Quality--The characteristic of a sound that distinguishes it from other sounds of the same pitch and volume
5. Dynamics--The variation in force or intensity in musical sound or the loudness or softness of the music and its variations
6. Harmony--The pleasing interaction or appropriate combination of several pitches at once
7. Form--The elements of varied arrangements which form a pattern
8. Singing--Musical activity which includes the ability to hear and produce an appropriate series of musical tones together with the words that accompany them

9. Listening--Considered the foundation for all musical experiences as it involves perceiving and requires both thought and reasoning.

INSTRUCTIONAL AIDS

1. Title: Musical Vocabulary Crossword Puzzle

Description: Complete the crossword puzzle (Student Handout # 19) using musical vocabulary words.

Materials Needed: Copies of the puzzle

Key: Across
1. rhythm
3. form
5. singing
7. tone quality
9. listening

Down
2. melody
4. dynamics
6. tempo
8. harmony

2. Title: Transparency

Description: "The Elements of Music" presents a list of the musical elements for use during a discussion (Figure #14).

Materials Needed: overhead projector, transparency

3. Title: Transparency

Description: Music skills that provide children with opportunities to practice the elements of music are listed on this transparency to guide discussion (Figure #15).

Materials Needed: overhead projector, transparency

4. Title: Illustrations

Description: This illustration will help the student in preparing the "Reading the Colors" Learning Activity #6.

Materials Needed: a copy of Figure #13

5. Title: Bulletin Board

Description: This bulletin board may be used to help young children recognize musical instruments and learn their names.

Directions: Have students draw pictures of musical instruments or cut them out of supply catalogs. Mount the pictures on construction paper and laminate, if possible. Put each picture on the bulletin board with the name of the instrument under it. Prepare another set of pictures that match the first set, and mount them on construction paper, also. Use velcro, hooks, or two way tape so that young children can attach the pictures to the matching ones on the bulletin board. Help the children learn the names as they match the pictures.

Materials Needed: construction paper, laminating film, scissors, stapler, markers, supply catalogs, velcro, two-way tape, or hooks.

EVALUATION

Title: Test

Description: Use the following questions as a basis for evaluation.

Match the words to the appropriate definition.

(F) 1. The "universal language" that provides one of the best emotional outlets for a young child.

(E) 2. A pleasing succession or arrangement of individual sounds or single notes.

(A) 3. The variation in force or intensity in musical sound or the loudness or softness of the music and its variations.

(B) 4. The element of varied arrangements which form a pattern.

(D) 5. Considered to be the foundation for all musical experiences.

(G) 6. A regulated pattern formed by long or short notes.

(C) 7. The pleasing interaction or appropriate combination of several pitches at once.

(J) 8. The characteristic of a sound that distinguishes it from other sounds of the same pitch and volume.

(I) 9. The relative speed of a musical composition.

(H) 10. A musical activity which includes the ability to hear and produce an appropriate series of musical tones together with the words that accompany them.

A. Dynamics
B. Form
C. Harmony
D. Listening
E. Melody
F. Music
G. Rhythm
H. Singing
I. Tempo
J. Tone Quality

Write "TRUE" in the blank if the statement is true or "FALSE" if it is false.

(TRUE) 11. By the time children are four or five, they are ready to enjoy a planned musical experience.

(TRUE) 12. Learning to cooperate and participate as a member of a group is a positive social experience which may take place during a music activity.

(FALSE) 13. Music can extend the understanding of many concepts in math but not in science.

(FALSE) 14. Using instruments in the music program may discourage a high degree of creativity.

(TRUE) 15. Action songs are useful with children who are reluctant to participate with the group.

16. Describe in writing the developmental characteristics of a preschooler as related to musical abilities.

The young child
(1) likes to do things his or her own way and resists too many directions.
(2) enjoys nonsense words, rhyming words, and words that are repeated.
(3) is beginning to enjoy group singing.
(4) has a voice range from middle C to the G above.
(5) likes to dramatize songs.

17. Describe the developmental benefits of music.

Music
(1) provides a format for communication and the opportunity for children to present themselves orally, thus enhancing language development.
(2) can extend the understanding of many concepts in science, math, and other content areas.
(3) can provide one of the best emotional outlets for the young child.

18. List the seven elements of music.

(1) Rhythm
(2) Tempo
(3) Melody
(4) Tone quality
(5) Dynamics
(6) Harmony
(7) Form

19. List four music skills that will provide children with opportunities to practice the elements of music.

(1) Listening
(2) Singing
(3) Moving
(4) Playing instruments
(5) Creating
(6) Reading
(7) Combination of these skills

20. Discuss guidelines for helping children play responsibly when using instruments.

(1) First introduce a small number of instruments.
(2) Indicate to the children how the instrument is to be used and where it should be placed upon completion of its use.
(3) Be prepared to become involved in the activity.

21. Describe the general objectives of the music program for the child.

(1) promotes appreciation and enjoyment
(2) encourages discrimination and enjoyment
(3) develops an awareness of and sensitivity to sounds
(4) develops and extends vocal range
(5) provides experiences in listening
(6) promotes growth in motor control
(7) develops emotional and intellectual capacities

22. Describe three activities and name the music skill that each activity teaches.

(1) Give the children rhythm instruments after teaching them the rules of playing instruments. Show them how to play an instrument and show them the signal that tells them to start playing. Put on a musical instrument recording and let the children play to the rhythm. (Playing instruments)
(2) The caregiver plays instruments and asks the children if it is a high pitch or low pitch or if it is a loud or soft sound. (Listening)
(3) The children listen to a movement recording and follow the directions. (Listening or movement) (Answers may vary.)

23. Explain how using musical instruments promotes creativity.

If children are allowed to use instruments freely in the classroom, their creativity is increased when they make up their own songs and rhythms.

24. Describe the procedure you would use if you were going to teach a new song to a group of young children.

First play or sing the song from beginning to end. Sing or play it several more times and encourage children to join in when they are ready. By showing children a picture or an object related to the song, you will motivate them to learn it. Give the children something to listen for, such as a special word or person. Using pictures or gestures along with the song will help the children remember the words in order. Also, it is helpful to vary the approach when teaching new songs.

25. Explain how music experiences directly benefit other areas of development.

Music provides a format for communication and the opportunity for children to express themselves orally, thus enhancing language development. The child is stimulated cognitively by learning new songs, remembering rhythms and melodies, and by using his or her imagination to create new melodies, words and music activities. Music can extend the understanding of many concepts in math, science, and other content areas.

Figure #12

"READING" MUSIC

MELODIC CONTOUR

Are you sleeping,
Are you sleeping,

PICTURE NOTATION

Brother John,
Brother John?

BLANK OR LINE NOTATION

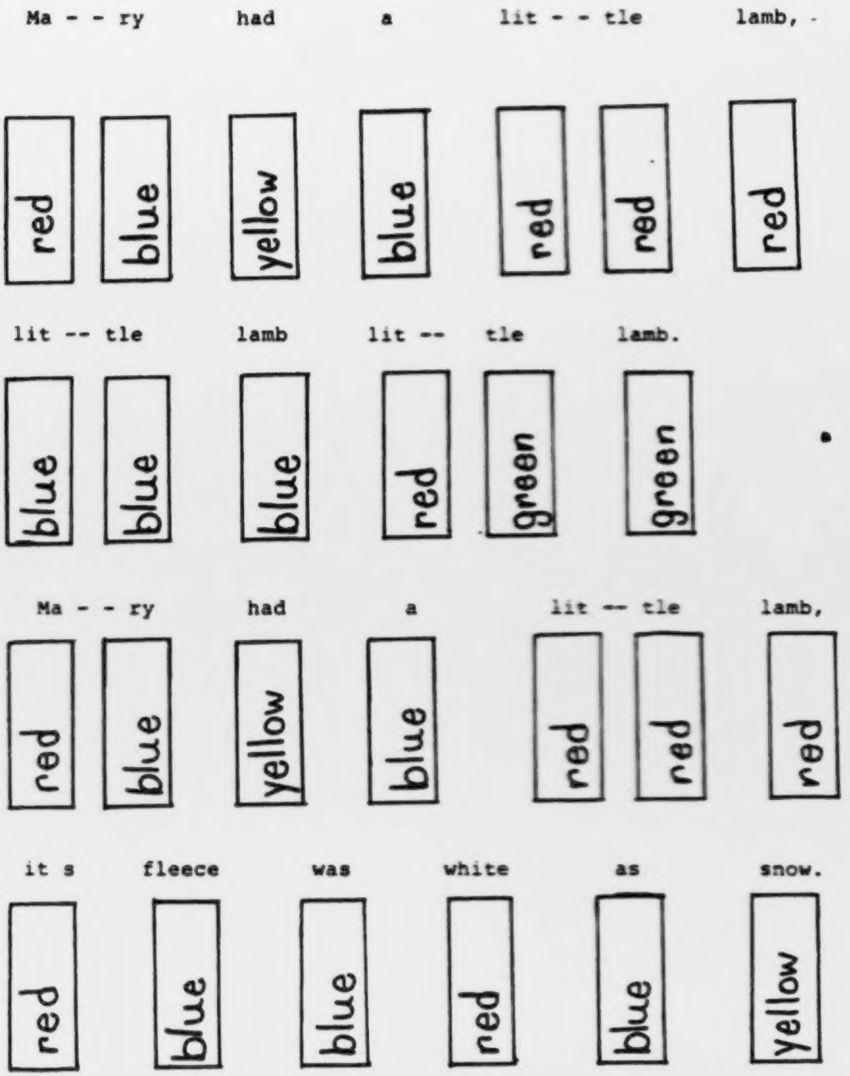
Morning bells
are ringing,
Morning bells
are ringing,

BLANK NOTATION WITH LETTERS ADDED

Ding, dong, ding,
Ding, dong, ding.

Figure #13

"READING THE COLORS"


Ma - - ry
had
a
lit - - tle
lamb, -
red
blue
yellow
blue
red
red
red
lit -- tle
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blue
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blue
red
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Ma - - ry
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red
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blue
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blue
yellow

Figure #14

The Elements of Music

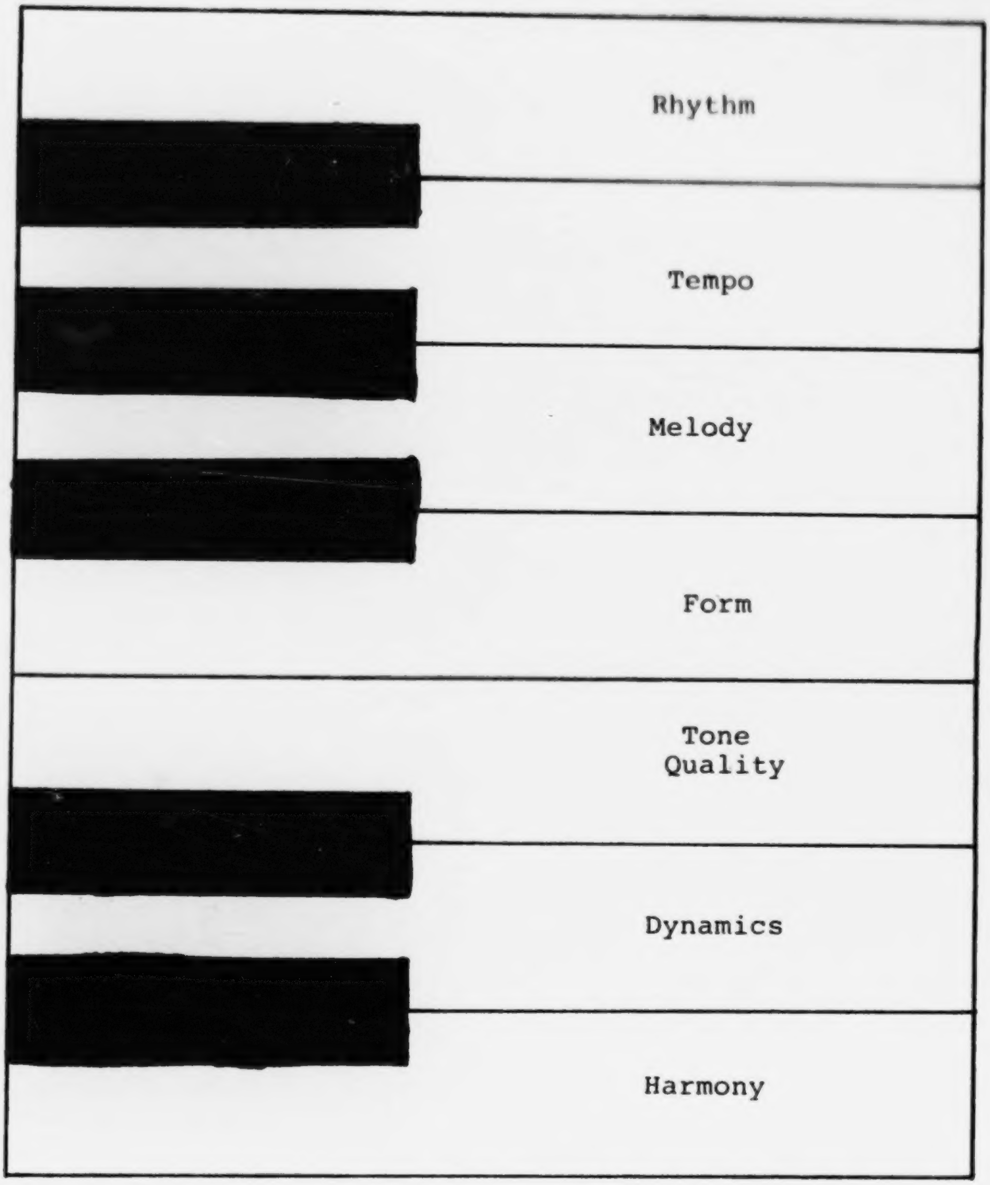
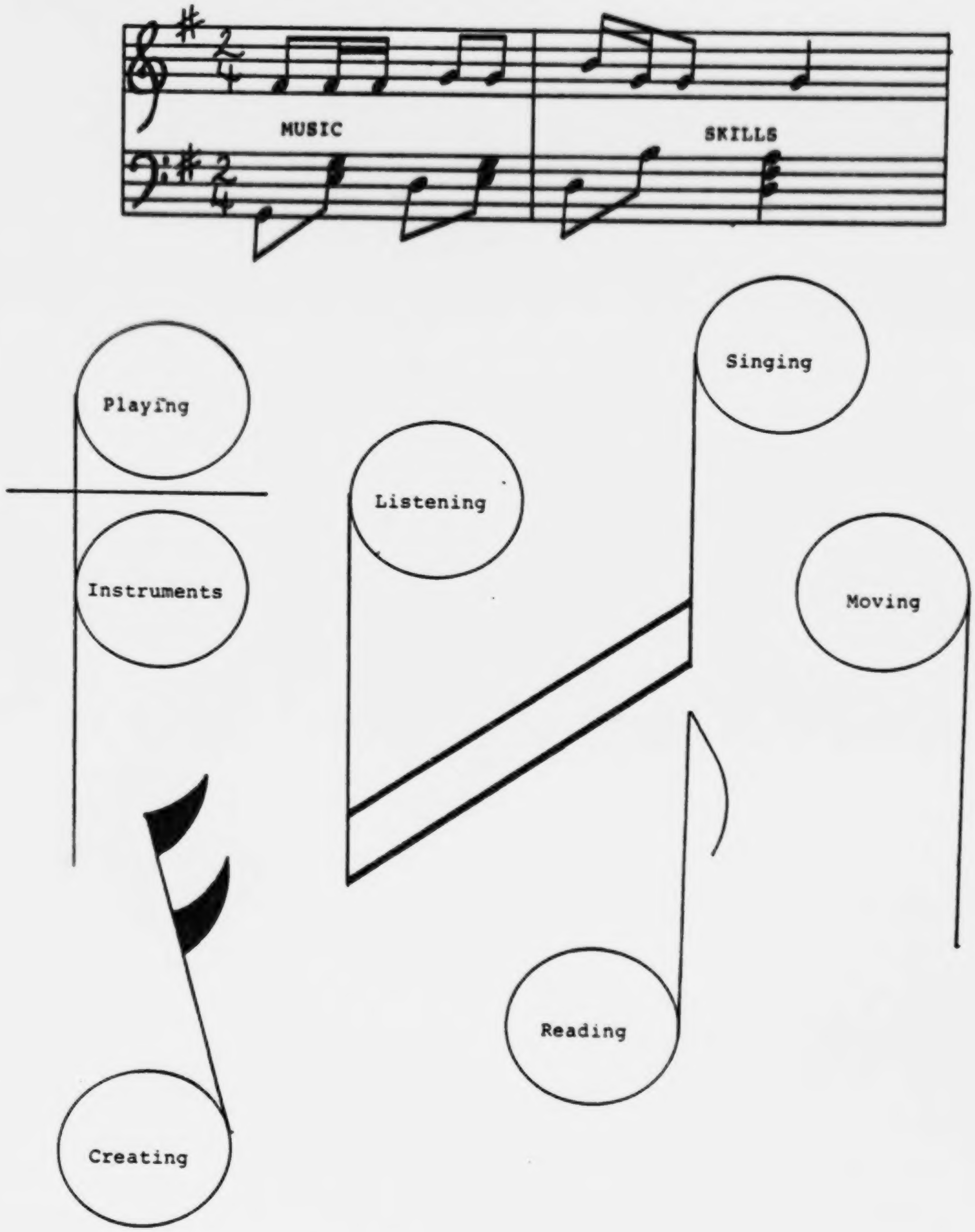

Rhythm
Tempo
Melody
Form
Tone Quality
Dynamics
Harmony

Figure #15


MUSIC
SKILLS
Playing
Instruments
Listening
Singing
Moving
Reading
Creating

Student Handout #18

Action Songs

EENCY WEENCY SPIDER

Eency weency spider went up the water spout,
Down came the rain and washed the spider out,
Out came the sun and dried up all the rain,
And the eency weency spider went up the spout again.

(Actions: Use fingers to imitate spider going up. Wiggle fingers to give rain effect, encircle face with hands for the sun, and make the spider climb again.)

Eeency Weency Spider, in American Folk Songs for Children, Ruth Crawford Seeger, p. 126.

WHERE IS THUMBKIN?

(Tune "Frere Jacques," or "Are You Sleeping?")

	ACTIONS
Where is Thumbkin?	(Hands behind back.)
Where is Thumbkin?	
Here I am.	(Bring hands out, thumbs extended.)
Here I am.	
How are you today sir?	(One thumb bows to other.)
Very well I thank you,	(Other thumb bows in return.)
Run away, run away.	(Return behind child.)

Other verses: Pointer, middle, ring finger, and little finger. (The last two are difficult for small children to extend but they like to try.)

Frere Jacques, in The New Golden Song Book, Norman Lloyd, p. 83.

Student Handout #18

Action Songs

THE WHEELS OF THE BUS

(Tune: "Mulberry Bush")

The wheels on the bus (car)
Go round and round,
Round and round,
Round and round.
The wheels on the bus
Go round and round
All over town.

(Children roll hands
around each other.)

Other verses:	Money goes clink	(Short claps.)
	Wipers go swish	(Fingers go back and forth.)
	Horn goes beep	(Pretend to honk.)
	Babies go waa	(Pretend to cry.)

Mulberry Bush, in The New Golden Song Book, Norman Lloyd, p. 44.

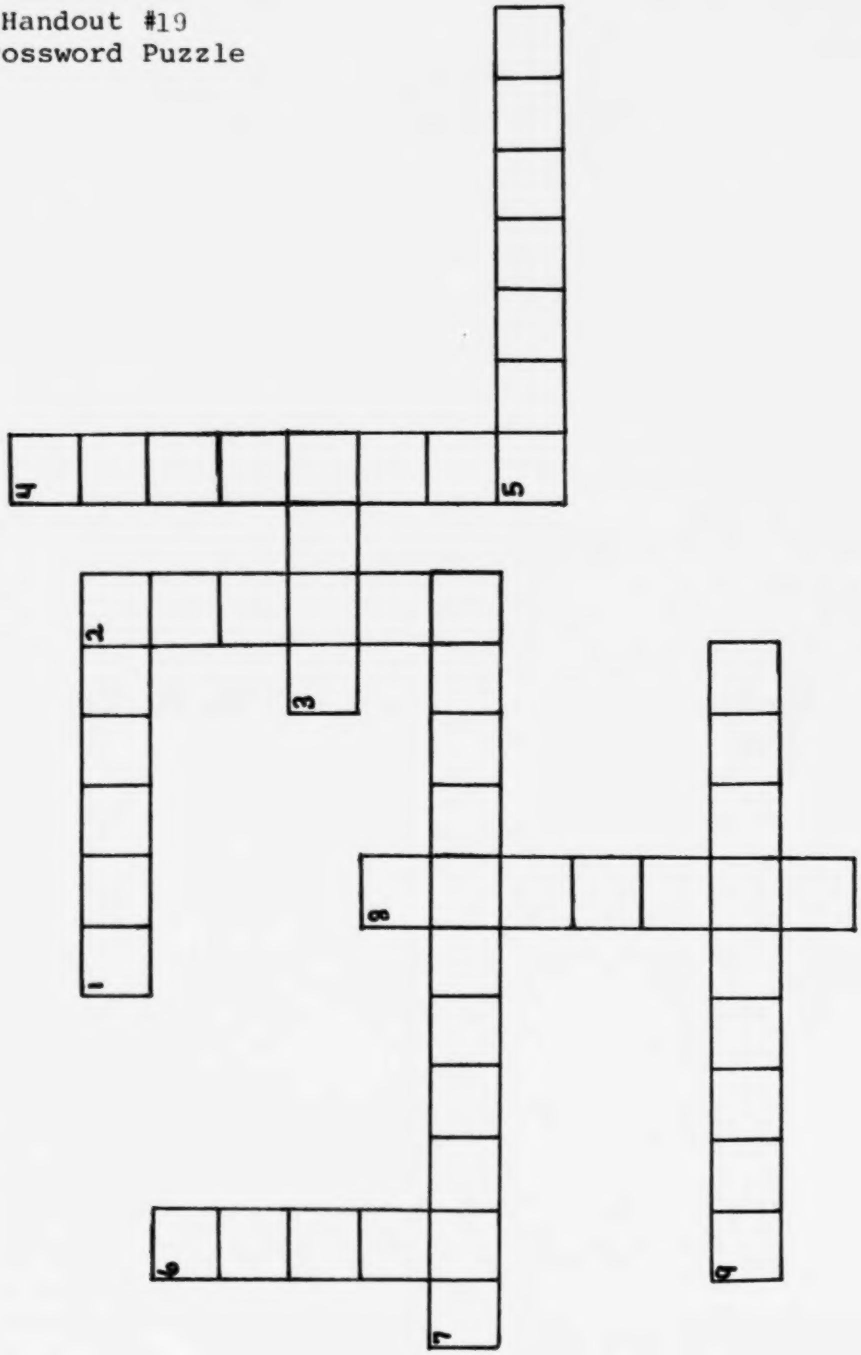
IF YOU'RE HAPPY AND YOU KNOW IT

If you're happy and you know it
   Clap your hands (clap clap)
If you're happy and you know it
   Clap your hands (clap clap)
If you're happy and you know it
Then your smile will surely show it
If you're happy and you know it
   Clap your hands (clap clap)

Other verses: Pat your head (pat pat); Toot your horn (toot toot); Touch your nose (tap tap).

If You're Happy and You Know It, in This Is Music, Book I, William Sur, Adeline McCall, William R. Fischer, Mary R. Tolbert, p. 16.

Student Handout #19
Music Crossword Puzzle



Student Handout #20

Music Crossword Puzzle Words

Across

1. a regulated pattern formed by long or short notes.
3. the elements of varied arrangements which make a pattern
5. musical activity which includes the ability to hear and produce an appropriate series of musical tones together with the words that accompany them.
7. the characteristic of a sound that distinguishes it from other sounds of the same pitch and volume.
9. considered the foundation for all musical experiences.

Down

2. a pleasing succession or arrangement of individual sounds or single notes.
4. the variation in force or intensity in musical sound or the loudness or softness of the music and its variations.
6. the relative speed of a musical composition or how fast or slow it is to be sung or played.
8. the pleasing interaction or appropriate combination of several pitches at once.

UNIT: Appropriate Experiences for the Young Child

CONCEPT: Science

GENERALIZATIONS

1. Science emphasizes the actions of the child.
2. Children form new behaviors during the process of taking information from people, events, and things.
3. Children validate or correct their thinking by talking about their physical experiences with others.
4. Roles of the caregiver in a science program include providing children with the maximum opportunities to discover concepts and relationships for themselves, providing materials that can be manipulated, and stressing process skills through activities.

PERFORMANCE OBJECTIVES

Upon completion of the lesson, the students should be able to

1. Plan a science center for an early childhood classroom.
2. Develop at least two science activities that are related to each of the five themes in the science curriculum.
3. Outline the caregiver's role in the science curriculum.
4. Compile a science kit using materials listed in this unit.
5. Plan activities that strengthen the four basic process skills acquired during science.

OUTLINE

I. Defining Science
    A. Science
    B. Science and Intellectual Development
    C. Process Skills

II. Developing the Science Curriculum
    A. Categories of Science
        1. Formal Science
        2. Informal Science
        3. Incidental Science
    B. Objectives of the Science Curriculum
    C. Science Reinforcers
III. Executing the Science Curriculum
    A. Role of the Caregiver
    B. Science Themes
    C. Science Activities
    D. The Science Center
IV. Science for the School-Aged Child

REVIEW OF SELECTED LITERATURE

Newman (1978) defines science as both information about the natural and manmade world and skill in discovering that information. However, process or discovery activities not factual information are most realistic and appropriate for young children. Because of the emphasis placed upon process-oriented activities, the term "science" is appropriate in labeling the science program for young children. Science emphasizes the actions of the child; children develop the ability to apply process skills. Science involves the children in full and active participation in varied experiences.

The intellectual development of the young child is described in the Child Development Curriculum Guide, Volume II (Bulletin 1664), Louisiana State Department of Education, (page 297). The environment is important in intellectual development because children process information from people, events, and things in their surroundings to form new behavior. Piaget's studies tell us that children must act directly upon their world in order to grow intellectually. They must physically examine the world using all of their senses and then talk about their physical experiences with others in order to validate or correct their thinking. Through various science experiences, the young child has these direct interactions with concrete objects in the environment and will therefore be intellectually stimulated.

According to Smith (1981) children acquire four basic process skills during the science experience. These skills enable children to make sense out of the varied, challenging, and interesting experiences presented as a part of the science curriculum. Skills identified by Smith included:

1. Observation -- Acting upon an object using all the senses to discover the properties of the object and how it will react under varying circumstances. Participation in observation is the foundation for all other sciencing activities. An example of observing would be attending a field trip such as the ones listed on Figure #17.

2. Predicting -- Making a scientific hypothesis concerning the outcome of a particular action or event. Making predictions helps children accommodate their thinking to new experiences. Predicting can be practiced with the Gift Guess game (Student Handout #22).

3. Classifying -- Grouping or sorting objects according to some common property. Children need numerous opportunities to group objects according to categories they have established themselves. They can gain experience by participating in activities such as the Magnet Attraction Game (Student Handout #21).

4. Communicating -- Talking with caregivers and other children to test theories and relay discoveries. This is vital not only for language development, but also for intellectual development.

Newman (1978) has identified three very general categories of sciencing which further our understanding of the science curriculum. "Formal science" is characterized as a planned group activity which includes a certain amount of structure. Caregivers play a central role in planning the lesson, obtaining the necessary materials, and then stepping back to allow the children to make the discoveries. From these experiences the child gains knowledge of science-related concepts or product understanding, and more importantly, begins to develop investigative skills such as observing and classifying.

"Informal science" emphasizes individual experiences and openness in presentation. A science center is an example of informal science. The caregiver selects materials to be placed in the center for children to work with as they choose. The caregiver should carefully supervise the science center and be prepared to intervene if children become frustrated or work with the materials in a way that might endanger themselves or others.

"Incidental science" is an unplanned occurrence that has captured the attention and interest of a particular child or children. Because events that actually occur in the environment of children are most meaningful to them, the caregiver should be able to recognize the "teachable moment" and assist children in seeking further information by providing references, setting the stage for the phenomenon to occur again, or providing necessary materials or equipment for further study. Most importantly the caregiver should be able to ask stimulating questions that require divergent thinking to take place.

Objectives that should be considered when planning science experiences for young children include:

1. Developing in children the ability to solve problems by participating in the planned and unplanned occurrences in the school environment.

2. Encouraging the development of a scientific attitude which includes being open-minded, observing carefully, making predictions, and classifying and evaluating information carefully.

3. Helping children understand both the process of learning and the products that have been learned by recalling events and identifying relationships.

4. Stimulating an ongoing interest, curiosity and appreciation of science in the world of the child (Leeper, Witherspoon and Day, 1984; Newman, 1978).

Harlan (1976) emphasized the importance of reinforcing science concepts for inclusion in the science program. Science activities offered as isolated events may lose much of their value to children if they are not intentionally reinforced. Science concepts seem to be more relevant to children when reinforced through other aspects of the program. Potential sources of reinforcement include related science activities, songs, math activities, stories, poems, fingerplays, art activities, dramatic play themes, food experiences, thinking games, creative movement, and field trips (Figure #16).

If the science program is to be successful the role of the caregiver must be carefully defined. The following four principles aid in defining this role:

1. Caregivers must plan science activities that will provide children with the maximum opportunities to discover concepts and relationships for themselves. Children must have freedom to manipulate materials in a variety of ways over a period of time.

2. Concepts, relationships, or skills cannot be considered so important that the child is made to sense failure if unable to grasp or perform them.

3. Activities should stress process skills such as observing, inferring, classifying, and communicating while deemphasizing the learning of facts.

4. Materials that are unavailable or too sophisticated for young children should be replaced with another activity involving materials that can be manipulated (Newman, 1978).

Hildebrand (1981) suggests five broad themes to use as plans are laid for the science curriculum. The themes concern simple concepts that can be built upon as the year progresses:

1. The child -- His or her name, sex, health, safety and relationship to the family, the school, the community and the world

2. The world of plants -- Especially those the child sees every day and those that provide food

3. The world of animals -- Especially those the child sees every day and those that provide food

4. The world of machines -- Including vehicles and other large and small machines

5. The physical forces in the world

Activities listed below use these broad themes to involve preschool children in science. Process skills to be emphasized are underlined in the procedure.

SCIENCE ACTIVITIES FOR YOUNG CHILDREN

1. THE CHILD ACTIVITY	BEHAVIORAL OBJECTIVE	MATERIALS NEEDED	PROCEDURE
Tasting Party	After tasting each food, the child will classify each one according to whether it is sweet, salty, bitter, or sour.	Foods in the following categories: Sweet--candy Salty--pretzel, potato chip Bitter--unsweetened chocolate Sour--lemon Blindfold (optional) Disposable spoons	Give the children an opportunity to taste each of the foods. Have them classify the taste as sweet, salty, bitter, or sour. Some children may enjoy being blindfolded and guessing what the food is.
Smelling	After smelling the object, the child will match the object to the correct picture.	Baby food jars Cotton balls Assorted items to smell: Vanilla flavoring Lemon slice Onion slice Cinnamon Cloves Peanut butter Chocolate Fried bacon Construction paper Picture of each item	Either place item to smell in baby food jar or if liquid, drop several drops on a cotton ball. Cover the outside of the jar to avoid peeping. Place the top on the jar and punch holes in the top. Have children smell and match the scent to the picture of the item being smelled.

2. THE WORLD OF PLANTS

ACTIVITY	BEHAVIORAL OBJECTIVE	MATERIALS NEEDED	PROCEDURE
What's Inside of a Seed?	After looking at the inside of a bean seed, the child will be able to describe the inside of a seed.	Lima beans Magnifying glasses Pie pans Paper Towels	Soak lima beans in water overnight to soften them. Let children split them open to observe the inside. Point out to children the tiny embryo plant on the side with the indented edge. Place some beans on a moistended paper towel and let the beans sprout. Identify the parts of the young plants (leaves, stem, roots).
How Plants Get Water	After observing the celery stalks, the child will measure the amount of water absorbed by looking at the food coloring.	Stalks of celery Glass jars Food coloring Knife	Fill two jars with water and add a food color to each jar. Cut the end off the celery and place one in each jar of colored water. After several hours the children will be able to observe how water is carried up the stem of the celery.

3. THE WORLD OF ANIMALS

ACTIVITY	BEHAVIORAL OBJECTIVE	MATERIALS NEEDED	PROCEDURE
Critter Cages	After placing insects in the cages, the child will observe and describe the insect and its activity.	Oatmeal box Screen wire Tin snips Strong scissors	Cut a large window in the side of the oatmeal box. Cut a piece of screen wire ½" shorter than the height of the box and long enough to make a cylinder that will just fit inside the box. Slide screen in, add critters discovered by children, and place top on.
Spider Webs	After observing the spider web that the caregiver preserved, the child will describe the appearance of it.	Large sheet of black paper White spray paint Spider web	Locate a new web. Spray the web with white paint. Carefully hold a sheet of black paper behind the web and move it forward pressing the web flat on the paper, breaking connecting strands. If possible, capture the spider in a critter cage for observation.

4. THE WORLD OF MACHINES

ACTIVITY	BEHAVIORAL OBJECTIVE	MATERIALS NEEDED	PROCEDURE
Taking Care of Machines	After being given the materials, the child will oil the tricycles on the playground.	Tricycle or other wheel toy Oil	Point out to the children how the wheels on the toy must rotate on an axle in order to function properly. Have children spray oil around the center of the wheel and observe a change in the sound.
Parts of Machines	After being given various sizes and shapes of nuts, bolts, screws and nails, the child will classify each according to a specific characteristic.	Nuts Bolts Screws Nails	Gather a collection of various sizes and shapes of nuts, bolts, screws, and nails. Have children classify and categorize by varying characteristics.

5. PHYSICAL FORCES IN THE WORLD ACTIVITY	BEHAVIORAL OBJECTIVE	MATERIALS NEEDED	PROCEDURE
Magnet Attraction	After being given a group of objects, the child will classify them according to whether they are or are not attracted to the magnet.	1 piece of poster board Magnet String Hole puncher Black felt tip pen Items that will and will not be attracted: shoelace metal jack cardboard metal measuring spoon, etc.	Prepare the magnet attraction game as illustrated in Student Handout #22. Have the child or group of children classify the items according to whether they are or are not attracted by the magnet. Have the child mark on the board whether the item was attracted or not.

ACTIVITY	BEHAVIORAL OBJECTIVE	MATERIALS NEEDED	PROCEDURE
Tin Can Telephone	After making a tin can telephone, the child will talk through it and listen to sounds through it.	2 empty tin cans Hammer and nail 10 to 15 feet of strong string or hook up wire 2 buttons	Punch a hole in the bottom of each tin can and thread one end of the string through each. Tie the strings through the buttons, pulling the button tight against the bottom of the can. Have one child speak into the can while the other listens. Children will discover that sound will travel along the tightly stretched string or wire.

(Adapted from Debelak, Herr, Jacobson, 1981; Coleman, 1984)

The science center is ideally located near a window because many of the activities will require natural lighting. Location near a water source will provide convenience in obtaining water for activities. Plants for children to care for, fish in an aquarium, and reference materials may be some of the permanent supplies located at the science center. Additional equipment that would be a valuable addition to the science program and that should be stored nearby for use when needed includes:

SCIENCE EQUIPMENT

- Measuring devices (rulers, yard sticks and tape measures)
- Balance scales
- Set of measuring cups and spoons
- Mirrors, large and small
- Aluminum or plastic trays
- Large metal or plastic tub
- Baby food jars
- Large jars with lids
- Batteries and bulbs
- Stethoscope
- Anatomical models (such as skeletons)
- Dinosaur models
- Butterfly nets
- Maps and globes
- Small gardening tools
- Glasses (glass and plastic)
- An aquarium
- Collections of rocks, seeds, shells, etc.
- Packages of seeds
- Plastic knives and spoons
- Cotton balls
- Shoe boxes
- String
- Balls
- Corks
- Plastic tubing
- Rubber tubing
- Liquid detergent
- Egg cartons
- Sponges
- Charcoal
- Potting soil
- Iron filings
- Prisms
- Thermometer
- Clock
- Flashlight
- Compass
- Binoculars
- Telescope
- Magnets
- Magnifying glasses
- Paper cups
- Funnels
- Animal cages
- Clothes pins

The school-aged child will be able to participate in more complex science activities, to understand more difficult concepts, and to reach for deeper meanings in the science center. The older child will be fascinated with forms of energy such as electricity, will be ready to create and understand chemical reactions such as making a miniature volcano, and will delight in new terms such as friction. School-aged children, like the preschooler, will continue to be interested in their bodies, insects, and plants.

Classroom cooking activities are particularly exciting for a child this age as she or he comes to understand principles of good nutrition and basic food preparation processes. The following recipes are good to use with the school-aged child because they reinforce many science processes.

SCIENCE ACTIVITIES FOR THE SCHOOL-AGED CHILD

ACTIVITY	BEHAVIORAL OBJECTIVES	MATERIALS NEEDED	PROCEDURE
Banana Milkshake	When presented with the recipe cards, the child will prepare the milkshake with a minimum of caregiver assistance.	Per child: 1 small banana 3/4 cup milk 1/4 teaspoon vanilla Pinch nutmeg	Mash banana in bowl with fork. Add milk and vanilla. Beat with hand beaters. Pour in glass and sprinkle with nutmeg. (See illustration in Figure #18.)
Framed Egg	When presented with the recipe cards, the child will prepare the framed egg with caregiver assistance.	Per child: 1 slice bread 1 egg 1 Tablespoon butter Electric skillet Round cookie cutter Knife Spatula Cup	Cut circle from center of bread slice. Butter both sides of bread. Brown one side in skillet and turn. Crack egg into cup and slip egg into center of bread. Cover and cook until egg white is set. Uncover and cook until egg is firm. Salt and pepper to taste. (See illustration in Figure #19.)

(From Veitch and Harms, 1981)

REFERENCES

Child development curriculum guide, Volume II (Bulletin 1664). Louisiana State Department of Education,

Coleman, R. *Close encounters with science.* Louisiana Association on Children Under Six, 1984.

Debelak, M., Herr, J. and Jacobson, M. *Creating innovative classroom materials for teaching young children.* New York: Harcourt Brace Jovanovich, 1981.

Harlan, J. D. *Science experiences for the early childhood years.* Columbus, Ohio: Charles E. Merrill, 1976.

Hildebrand, V. *Introduction to early childhood education.* New York: Macmillan, 1981.

Leeper, S. H., Witherspoon, R. L. and Day, B. *Good schools for young children.* New York: Macmillan, 1984.

Newman, D. B. *Experiences in science for young children.* New York: Delmar, 1978.

Smith, R. F. Early childhood science education: A piagetian perspective. *Young Children*, 1981, 36 (2), 3-11.

Veitch, B. and Harms, T. *Cook and learn.* New York: Addison-Wesley, 1981.

SUGGESTED READINGS

Brown, S. E. *Bubbles, rainbows and worms: Science experiments for pre-school children.* Mt. Rainier, Maryland: Gryphon House, 1981.

Gryphon House, Inc.
3706 Otis Street
Mt. Rainier, MD 20822

An excellent collection of exciting science activities for preschool children.

Harlan, J. D. *Science experiences for the early childhood years.* Columbus, Ohio: Charles E. Merrill, 1976.

Charles E. Merrill Publishing Company
Division of Bell & Howell Co.
1300 Alum Creek Dr.
Columbus, OH 43216

An excellent source of basic science experiences accompanied by activities that can be included to reinforce the concept being learned.

Newman, D. B. Experiences in science for young children. New York: Delmar, 1978.

Delmar Publishers, Inc.
50 Wolf Road
Albany, NY 10025

A comprehensive guide for planning a science program in your classroom. Covers the concepts of formal, informal and incidental science.

Rockwell, R. E., Sherwood, E. A., and Williams, R. A. Hug a tree and other things to do outdoors with young children. Mt. Rainer, Maryland: Gryphon House, 1983.

Gryphon House, Inc.
3706 Otis Street
Mt. Rainier, MD 20822

One of the only books available focusing only on outdoor activities for young children. Listing of field trip possibilities is very helpful.

Veitch, B. and Harms, T. Cook and learn. New York: Addison-Wesley, 1981.

Addison-Wesley Publishing Company
9259 King Arthur Drive
Dallas, TX 75247

A large number of innovative recipes children can help prepare. Each recipe is designed so that each child prepares his or her own snack by following instruction cards that can be purchased or made by the caregiver.

LEARNING ACTIVITIES

1. Title: Gift Guess

Description: Wrap an object (perhaps marbles or cotton) in brightly colored wrapping paper. Give students three opportunities to guess the contents and record individual guesses on the Student Handout (#22). As the students guess aloud discuss reasons for their choice. As a group record guesses on a chart similar to Student Handout #22 . Allow a student to open the gift and discover the contents. Have students prepare a chart on posterboard similar to the example.

2. Title: Demonstration

Description: Have each student choose from the list of sources below a fingerplay related to the area of science to teach the class. Have students copy each fingerplay to include in their card file. Begin by sharing one of the fingerplays below.

Bees

Here is the beehive, (Hand fisted)
Where are the bees?
They are hidden away where nobody sees.
Listen! They are alive!
One, two, three, four, five. (Extend fingers one by one)
Bz-z-z-z-z-z-z-z-z-z-z-z!!

The Apple Tree

Way up in the apple tree (point up)
Two red apples smiled at me! (fist hands above head)
I shook that tree just as hard as I could. (shake arms)
And down came the apples (drop fists to floor)
Mmm! They were good! (rub stomach)

References:

Cromwell, L., Hibner, D. and Faitel, J. R. Finger frolics. Mt. Rainer, Maryland: Gryphon House, 1983.
Wiltcher, D. Lots of wiggles. Louisiana Association on Children Under Six, 1983.

3. Title: Prepare cards for card file

Description: Using the format below, Prepare five cards in the area of science for an activity card file.

1. Curricular Area:
2. Title of Activity:
3. Objective(s):
4. Concept(s):
5. Materials Needed:
6. Description of Experience:
7. Reference(s):

4. Title: Plan a field trip

Description: Having young children experience events and observations first hand is a valuable part of the science curriculum. Allowing children to go on field trips is a good way to do this.

Directions: Have each student decide on an appropriate field trip for a science unit. Let the student plan the trip from beginning to end. You may refer to the Social Studies unit for a checklist developed to use in planning a field trip. To get ideas for places to go, use the transparency in Figure #17 as a guide.

5. Title: Prepare a Science Kit

Description: A science kit should be available for use by the caregiver to provide materials to conduct science activities.

Directions: Have students obtain a large box or other container appropriate to hold science materials. Using the list below, students should collect about 10 items to go into their kit. Students should select items they feel they would be comfortable using in sciencing activities. They should also share with the class how they will be used by the children.

Measuring devices (rulers, measuring tapes, etc.)
Balance and spring scales
Set of measuring cups and spoons
Mirrors
Jars
Stethoscope
Maps and globes
Small gardening tools
Glasses
Cotton balls
String
Balls
Corks
Plastic tubing
Rubber tubing
Sponges
Charcoal
Iron filings
Magnets
Clock
Thermometer
Flashlight
Compass
Paper cups
Funnels
Clothes pins
Animal cages
Egg cartons
Aluminum or plastic trays
Plastic knives and spoons

6. Title: Demonstrating Science Activities

Description: A demonstration of activities for young children would allow students to observe the appropriate way to direct learning activities for children of that age.

Directions: Choose an activity from the chart "Science Activities for Young Children" to demonstrate to the class. Demonstrate it as you would teach it to preschool children. After the demonstration allow the students to become involved by choosing an activity to demonstrate.

VOCABULARY

1. Convergent Thinking--Children use available information to determine the single best answer.

2. Divergent Thinking--Children take information given to seek a novel or different answer, or answers, instead of looking for one correct answer.

3. Incidental Science--Unplanned occurrences which capture the attention of a child or children and lead to learning in a new area of interest.

4. Informal Science--The individual experiences of children in a science center with the caregiver serving primarily as supervisor and facilitator.

5. Formal Science--A group activity planned by a caregiver with the major goal being the child's gaining knowledge of a science-related concept.

6. Science--Information about the natural and manmade world and skill in discovering that information.

7. Science--Full and active involvement of children in a variety of science experiences which focus on the development of process skills.

INSTRUCTIONAL AIDS

1. Title: Transparency

   Description: Figure #16 illustrates the variety of reinforcers of science concepts. These should accompany science concepts so that children will gain a maximum amount of meaning and understanding of the concept.

   Materials Needed: transparency, overhead projector

2. Title: Transparency

   Description: Figure #17 gives students a list of possible field trips. This should be used as a guide for ideas. Discussion on other possible trips to take in your area should be encouraged.

   Materials Needed: transparency, overhead projector

3. Title: Filmstrip

   Description: The caregiver can be instrumental in helping children develop positive attitudes toward foods.

   Directions: Order the filmstrip "Nutrition in Practice" which is included in the series, "Day Care Training Curriculum" ($35.00) from:

   Meridian Education Corporation
   Library Filmstrip Center
   608 E. Locust Street
   Bloomington, IL 61701

Show the filmstrip and then follow with activities or checklists suggested in the study guide.

4. Title: Bulletin Board

Description: It is important that young children learn proper health care. A unit about health may be included in the science curriculum. The bulletin board "Brushing Your Teeth" gives children a chance to practice the correct way to brush their teeth.

Directions: Using the illustration in Student Handout #23 have students prepare a similar bulletin board. Cut a large mouth shape filled with teeth out of poster paper. Attach it to the center of the bulletin board. Also cut out a large toothbrush and tube of toothpaste from cardboard or poster paper. Put the letters "Brushing Your Teeth" over the mouth. Let children practice the correct way to brush with the toothpaste and toothbrush.

Materials Needed: poster paper, cardboard, scissors, staples, markers.

EVALUATION

1. Title: Written Unit Test

Description: The following questions could be used as a basis for evaluation.

Write "TRUE" in the blanks for the true statements and "FALSE" in the blanks of the false statements.

(FALSE) 1. It is the factual content materials, not the process activities, that are most realistic and appropriate for young children.

(TRUE) 2. Children physically examine the world by using all of their senses.

(TRUE) 3. A science center is an example of informal science.

(TRUE) 4. Children need to talk about their physical experiences with others in order to either validate or correct their thinking.

(FALSE) 5. Most importantly the caregiver should be able to ask stimulating questions that require convergent thinking to take place.

Write the correct terms in the blanks.

(SCIENCE) 6. Information about the natural and manmade world and skill in discovering that information.

(CLASSIFYING) 7. Grouping or sorting objects according to some common property.

(INFORMAL) (SCIENCE 8. The category of science that emphasizes individual experiences and openness in presentation.

(PREDICTING) 9. Children make a scientific hypothesis concerning the outcome of a particular action or event.

(INCIDENTAL) (SCIENCE 10. The category of science that involves an unplanned occurrence which captures the attention and interest of a particular child or children.

11. List four basic process skills that children acquire during the sciencing experience.

    a. Observing
    b. Predicting
    c. Classifying
    d. Communicating

12. List and define three general categories of science.

    a. Formal science--characterized as a planned group activity which includes a certain amount of structure
    b. Informal science--emphasizes individual experiences and openness in presentation
    c. Incidental science--an unplanned occurrence that captures the attention and interest of a particular child or children

13. List five broad themes the caregiver could use when planning the science curriculum.

    a. The child
    b. The world of plants
    c. The world of animals
    d. The physical forces in the world
    e. The world of machines

14. Select from the following list some of the objectives a caregiver should consider when planning science experiences for young children. Mark each correct statement with an "(X)."

The caregiver will work to:

(X) a. encourage the development of a scientific attitude which includes being open-minded, making predictions, and carefully observing, classifying, and evaluating information.
(X) b. help children understand both the process of learning and the products that have been learned by recalling events and identifying relationships.
_____ c. encourage young children to gain as much factual information as possible in order to prepare them for future science classes.
(X) d. stimulate an outgoing interest, curiosity, and appreciation of science in the world of the child.
_____ e. develop in children the ability to sit quietly while a caregiver demonstrates scientific principles.
(X) f. develop in children the ability to solve problems by participating in the planned and unplanned occurrences in the school environment.

15. Discuss the role of the caregiver in the science experience program.

    a. **Plan sciencing activities that will provide children with the maximum opportunities to discover concepts and relationships for themselves.**
    b. **Avoid making the child feel a sense of failure just because he or she is unable to grasp the concept or perform the skill.**
    c. **Activities should stress process skills such as observing, inferring, classifying, and communicating, while deemphasizing the learning of facts.**
    d. **If materials are unavailable or too sophisticated for young children,** choose another activity involving **materials that can be manipulated.**

16. Plan a science center the caretaker could provide for young children by describing the following:

    Location: **Ideally located near a window for natural lighting and near water source for convenience.**

    Equipment: **measuring devices, mirrors, aluminum or plastic trays, jars w/lids, stethoscope, anatomical models, glasses, aquarium, seeds, sponges, plastic and rubber tubing, clock, magnets, funnels, paper cups, thermometer, spoons and knives, balls, corks, string, etc.**

    Materials/Supplies: **plants, fish aquarium, and reference materials could be some permanent supplies for the science center.**

Three sciencing activities:

Magnet Attraction
Tasting Party
What's Inside of a Seed

17. You are planning the science curriculum for a preschool class. Plan one science activity for each of the five science themes.

The Child--answers will vary.
The World of Plants--answers will vary.
The World of Animals--answers will vary.
The World of Machines--answers will vary.
The Physical Forces in the World--answers will vary.

18. Children acquire the process skills of observing, predicting, classifying and communicating during science experiences. Describe an activity that promotes each one of those skills.

Answers will vary.

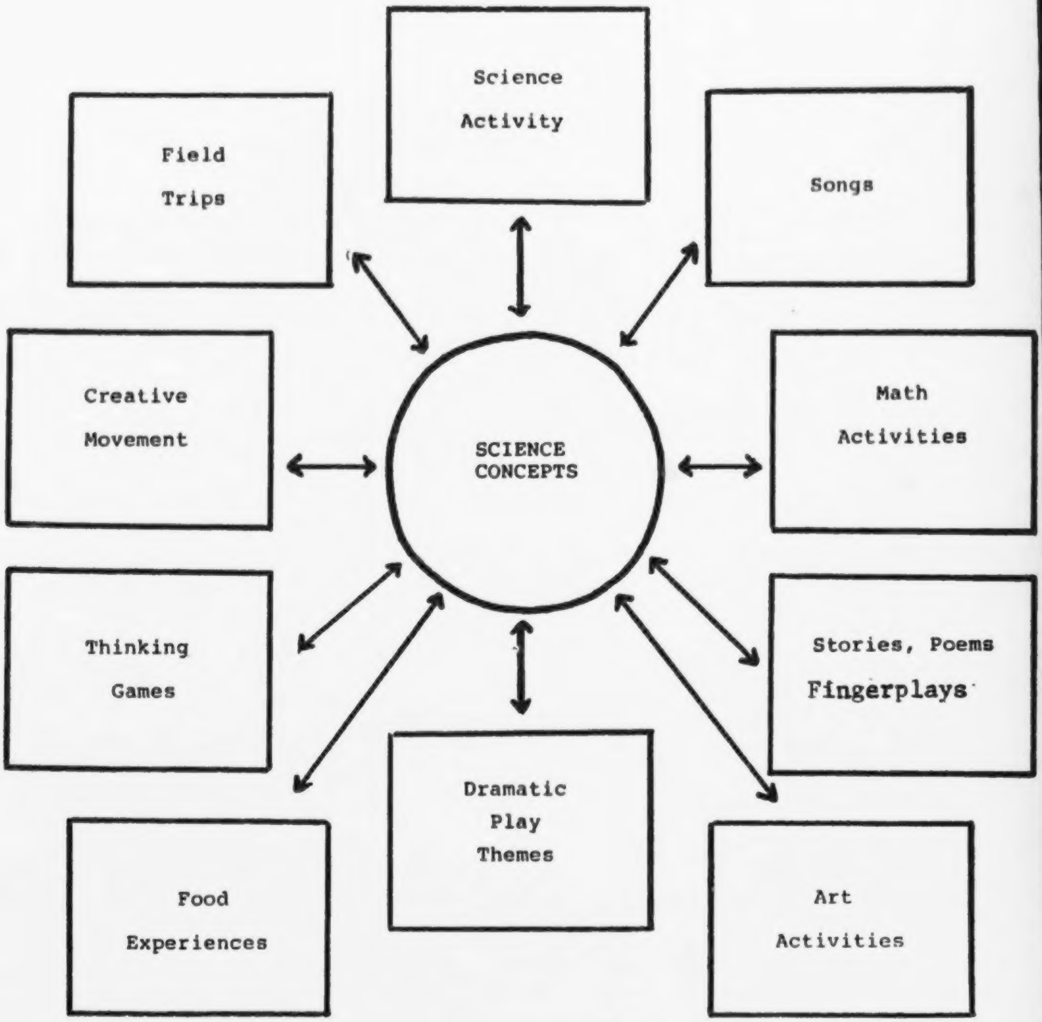

Science Activity
Field Trips
Songs
Creative Movement
SCIENCE CONCEPTS
Math Activities
Thinking Games
Stories, Poems Fingerplays
Dramatic Play Themes
Food Experiences
Art Activities

Figure #17

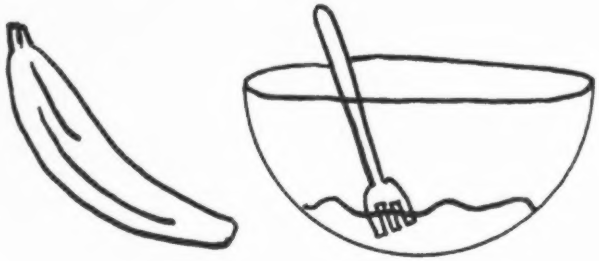
Planning Science-Related Field Trips

Places to Visit

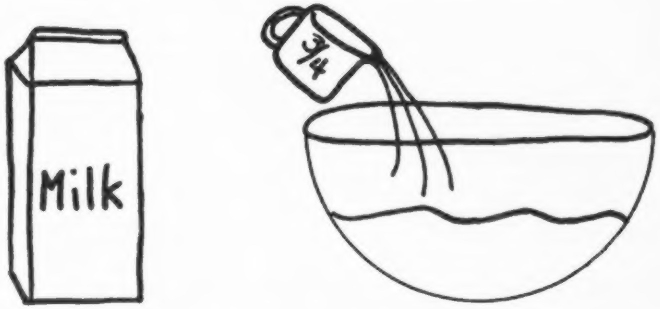
- Farm
- Zoo
- Dairy
- Doctor's Office
- Dentist's Office
- Hospital
- Plant Nursery
- Planetarium
- Local Park
- Museum
- Nature Trail
- Sea Shore
- Grocery Store
- Hatchery
- Feed Store
- Pet Shop
- Orchard
- Flower Shop

Figure #18

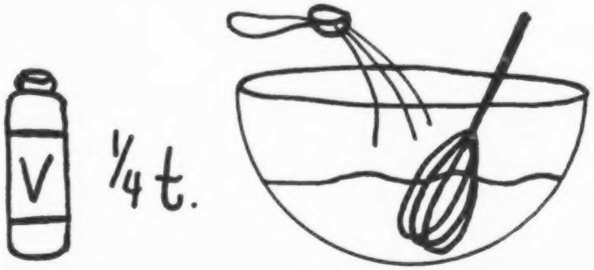
Banana Milkshake



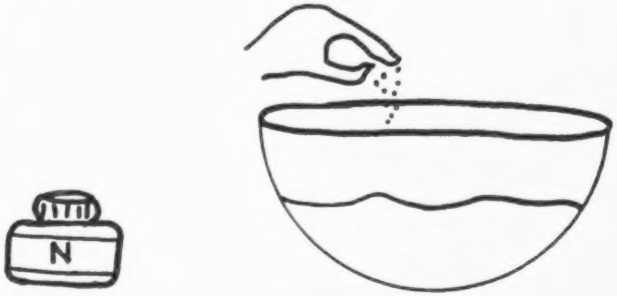
1. Mash small banana in bowl with a fork.



2. Add 3/4 cup milk.



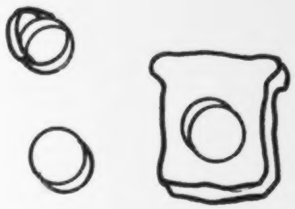
3. Add 1/4 teaspoon vanilla and beat with an egg beater.



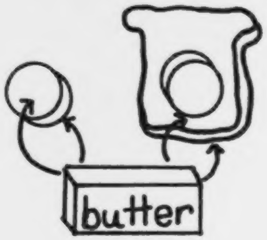
4. Sprinkle with nutmeg and drink.

Figure #19

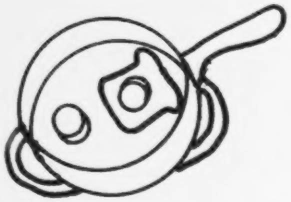
Framed Egg



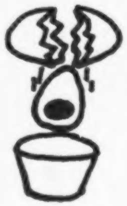
1. cut out circle with cookie cutter



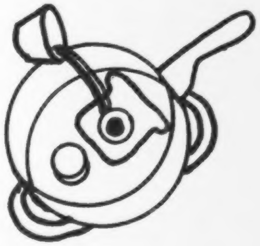
2. butter both sides



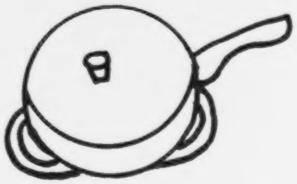
3. brown one side, turn



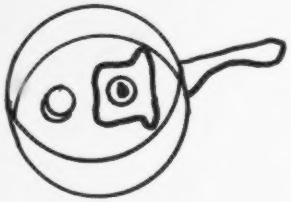
4. crack egg into cup



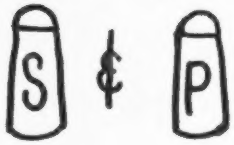
5. slip egg into frame



6. cover until white is set (low heat)

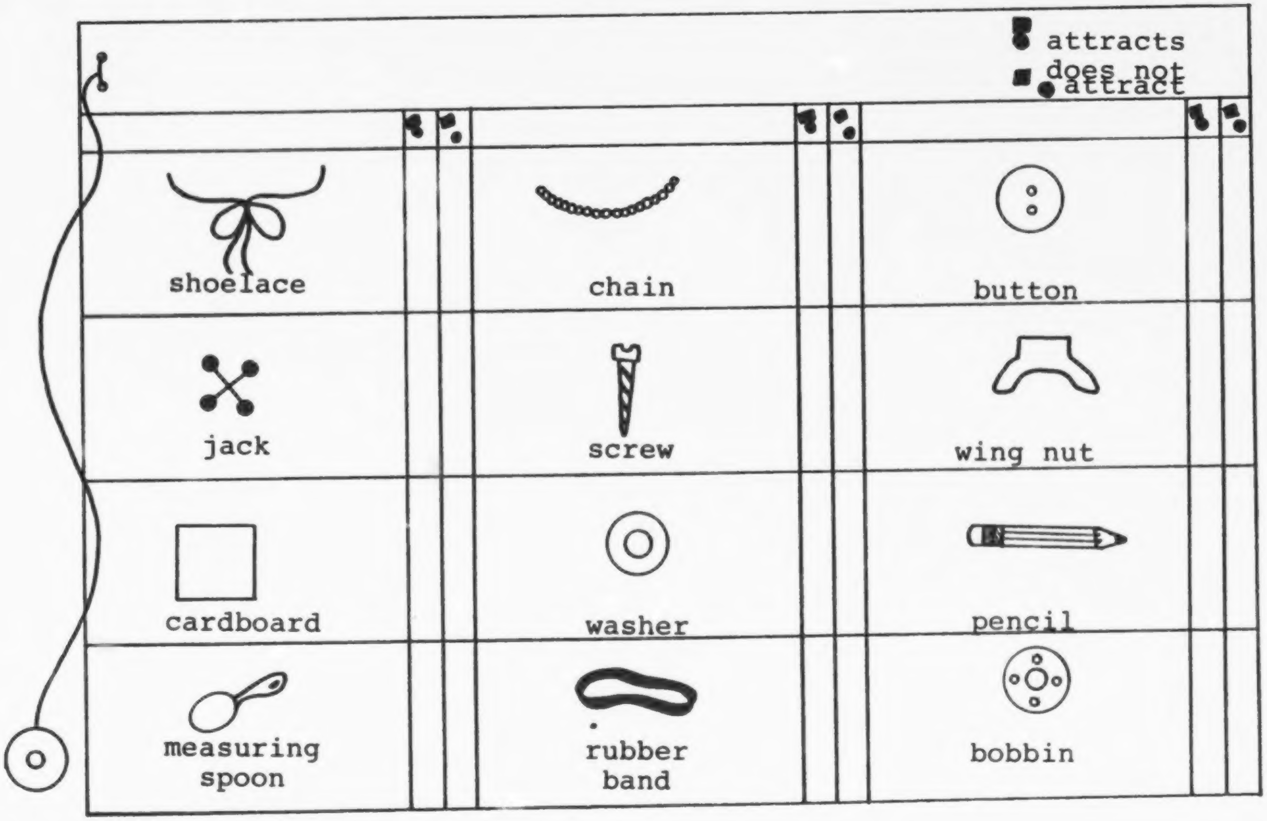


7. uncover, cook until egg is firm (low heat)



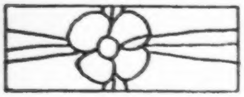
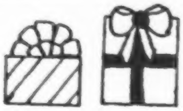
8. add salt and pepper if desired

Student Handout #21
Magnet Attraction Chart

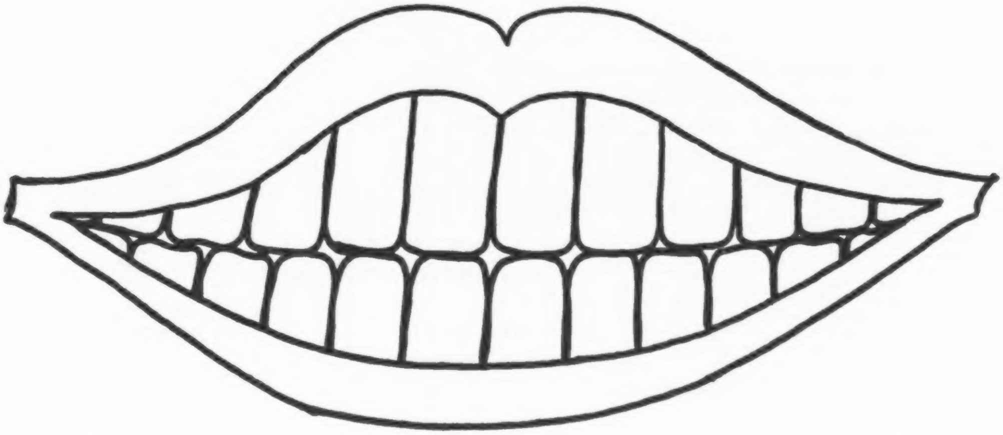


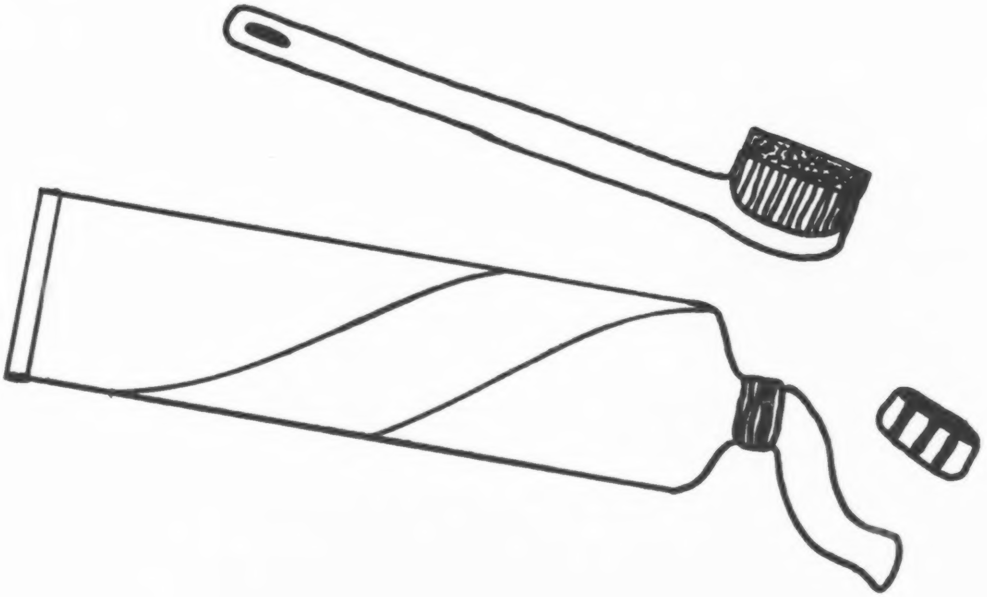
attracts
does not attract
shoelace
chain
button
jack
screw
wing nut
cardboard
washer
pencil
measuring spoon
rubber band
bobbin

Student Handout #22
Gift Guess

	Name of Object	Evidence 
First Guess		
Second Guess		
Third Guess		

Student Handout #23
Brushing Your Teeth





UNIT: Appropriate Experiences for the Young Child

CONCEPT: Social Studies

GENERALIZATIONS

1. Social studies includes content and experiences which help children to understand their world and their place in this world.
2. Children will learn social studies concepts and skills through active involvement in their environment and through interaction with the people in their environment.
3. Children must be encouraged to develop into social people.
4. The social studies curriculum focuses on attitude and values, knowledge, and skills.
5. Field trips and special visitors in the classroom provide concrete examples of social studies concepts for children.

PERFORMANCE OBJECTIVES

Upon completion of the lesson, the student should be able to:

1. Define social studies.
2. Discuss the objectives of a social studies program.
3. Plan an appropriate field trip for young children that is related to one of the social studies learning areas.
4. Develop learning activities that encourage children to be involved in their environment.
5. Explain the role of the caregiver in developing children into social people.

OUTLINE

I. Understanding the Importance of Social Studies
   A. Social Studies Defined
   B. Social Studies and Social Development
   C. Focus of the Curriculum

        1. Attitudes and Values
        2. Knowledge
        3. Skills

II. Planning for Social Studies Experiences
    A. Objectives of the Social Studies Curriculum
    B. Plans for Content Areas
    C. Field Trip Experiences
    D. Resources for Planning

III. Implementing a Social Studies Curriculum
    A. Role of the Caregiver
    B. Social Studies Activities
        1. For the Preschool Child
        2. For the School-Aged Child

REVIEW OF SELECTED LITERATURE

Seefeldt (1984) describes social studies as, "everything that better enables children to understand their world and their place in it." Whether children are working on problems in the social sciences--history, geography, economics, international education--or experiencing social relationships and learning to work and play together, they are experiencing social studies. As in the other curricular areas, children will learn social studies concepts and skills through an active involvement in their environment and by interaction with the people in their environment.

In a discussion of the development of social skills in the Child Development Curriculum Guide, Volume II (Bulletin 1664), Louisiana State Department of Education, (p. 337), it is stated that children must be encouraged to develop into social people. Caregivers should be prepared to guide children in coping with social situations. It is through planned social studies experiences that children can develop socialization skills.

The social studies curriculum can be described as a focus on attitudes and values, knowledge and skills (Figure #20). The attitudes and values, or affective needs of young children, are considered before the cognitive needs because affective needs must be met before learning can take place. Being able to understand, handle, and accept one's feelings and the feelings of others will prepare children for learning in other areas. As in other content areas, knowledge is acquired through identification of key concepts which are presented to the young child in their most elementary form. Through skills gained in both social living and learning, the young child will gain the ability to seek and analyze information (Seefeldt, 1984).

The objectives of the social studies program are based on the need to acquire attitudes and values, knowledge and skills as they relate to the outside world. They are listed below. The child will:

1. Develop an understanding of cooperative group living with an awareness of, and appreciation for, the rights of others, personal property, honesty, courtesy, and responsibility.

2. Broaden his or her social consciousness through guided opportunities to live, play, work, and meet with other children and adults of varying backgrounds, religions, and races.

3. Explore current interests that concern the environment, focusing on home, school, and neighborhood.

4. Understand his or her dependence upon parents, older siblings, teachers, school personnel, neighborhood, and community helpers, and how he or she can help others.

5. Stretch his or her horizon to include new understandings related to children in other countries of the world and their ways of living.

(Leeper, Witherspoon and Day, 1984)

Planning in the content area of social studies requires selecting the subject of study, identifying the concepts to be learned, and considering the cognitive level of the child. Seefeldt (1984) commented that planning the social studies curricular area is difficult because of the complex and broad nature of the subject matter; therefore, caregivers often neglect the social studies area. Neglect in planning for this area leaves a wide gap in the lives of young children.

Leeper, Witherspoon, and Day (1984) developed one method of organization for the content material. The caregiver may wish to follow this structure, adding new topics as children show interest in other areas.

TOPICS IN SOCIAL STUDIES

	Area	Examples of Concepts to Be Learned	Some Learning Encounters and Activities That Can Contribute to Concept Development
1.	Citizenship education	Each person has worth and dignity. We are not all alike.	Introduce each child in class. Talk about how children are alike and yet different. Use books, songs, pictures, discussion.
2.	Civics	Rules can help us live happily together (respect for rules and regulations).	Participate in discussion of "limits" or "rules" for the slide. Make plans for taking a walk. Note "how we cross the street," "why we walk on the sidewalk." Accept "limits" set by group.
3.	Conservation	Money is used to buy food, clothing, and school supplies. They can be used freely but without waste (respect for personal and public property).	Take care of one's own possessions. Hang coat in locker; wear apron while painting. Use paper towels as needed. Help clean up after work period.
4.	Economics	Understanding that people do different kinds of work (appreciation of contribution of others). People live in different kinds of homes (understanding of how others live).	Learn about the work that parents do, use stories, pictures, trips, visitors, and discussion. Learn about homes in which the children live: trailer, apartment, one-story houses. Use pictures, art products, trips, stories, discussion.

5.	History	Understanding that great men had great ideas. They were honest, brave, kind (historical understanding). An event is a part of a chronological series. Simple time relationships exist.	Celebrate holidays. Emphasize historic significance. Use stories, films, trips, role-playing, music, bulletin board displays. Discuss and clarify meaning of honest, brave, kind. Learn how time is measured. Use clock and calendar. Discuss important events in lives of the children.
		Our society changes.	Observe changes in neighborhood or town. Discuss reasons for change.
6.	Geography--Where we live. Relationship of scientific and social change.	Understanding that people travel in different ways. Messages are sent in different ways. Weather affects the way we dress and where we play (readiness for geography).	Learn about the ways people travel. Take a bus or train ride. Visit the airport. Send messages, use telephone, mail a letter. Observe evidence of seasonal change.
7.	International understandings	An awareness of other people in other countries. Children live and play in other countries. (Recognition that people are different--not necessarily that one is better than another.)	Learn games and songs of children in other lands. Compare them with games and songs of other children. Invite persons from other lands to talk with children.
8.	Anthropology	People live according to certain values, skills, and traditions.	Talk about how each family celebrates birthdays. Role play social skills. Make choices and examine alternatives. Consider what each child values most. Examine behavior of group.

9. Sociology	The family is the basic social unit in our society.	Learn about members of the family. Play roles of family members. Use pictures, books, and songs.
10. Environmental education--ecology	Water and air can be polluted. Many familiar sounds cause noise pollution. Waste disposal is a severe problem.	Observe effects of air pollution on one's eyes and breathing. Note effects of water pollution on places where children can swim. Identify sounds which contribute to noise pollution. Plan to reduce noise at school and home. Plan for cleaning room. Observe disposal of school waste.

One very important method of giving the young child the concrete example of a social studies concept is by taking a field trip or having a special guest visit the classroom. As children have the first-hand opportunity to gather information and observe, they begin to clarify misconceptions and expand their knowledge (Hildebrand, 1981).

In order to have successful field trips, the caregiver must engage in thorough planning. Leeper, Witherspoon and Day (1984) developed a checklist to use in the planning process:

1. Formulate the purpose of the trip. There should be a clearly defined reason for the excursion based on the child's development of further understandings. The following questions should also be asked.
    a. Is the length of time required for the trip appropriate for the child's age?
    b. Are the concepts to be gained too complex for the age of the child? (Example: a visit to a courtroom would be inappropriate for the preschool child because of the complexity of the concept of justice.)
    c. Are most children likely to have already had this experience with their parents?

2. Obtain administrative permission. Investigate school policies covering field trips.

3. Obtain written permission from the parents for each trip. Identify the destination and times to be away from the school in the permission note.

4. Visit the site before you take the children, to talk with the adult(s) that will serve as the guide(s) and to note safety hazards.

5. Arrange transportation with factors such as liability insurance, licensed driver(s), and seat belt requirements in mind.

6. Invite parents to assist.

7. Make plans with children including activities that will "lead up to" the trip. Discuss safety rules.

8. Carefully evaluate the experience after the trip. Children's comments, conversation and dramatic play are helpful in evaluation.

A list of suggested field trips for both preschoolers and older children is located in Student Handout #24 .

Many social studies concepts can be acquired through children's literature. The books listed in Student Handout #25 are particularly suitable in addressing some of the sensitive issues of concern to children. Recordings, picture sets, and filmstrips that present social studies concepts are also included in the list.

Setting the stage for dramatic play is one of the most satisfying and appropriate activities the caregiver can prepare for the social studies curriculum. A special area of the room may be designated for this kind of play with props rotated on a weekly basis to correspond to changing themes of study. The following list includes suggested social studies dramatic play themes and props.

DRAMATIC PLAY IN SOCIAL STUDIES

THEME	PROPS (These are only some suggestions. The caregiver and children will think of many more.)
	Indoor
House	Child-sized housekeeping furniture (doll bed, chest of drawers, sink, stove/oven, ironing board . . . Kitchen tools (pots, pans, utensils, play food, old cans and food boxes...) Dress-up clothes, purses, shoes, ties Dolls, doll clothes Broom, mop Telephone
Hairdresser	Blow dryers (cut cord off broken dryers) Combs, brushes Hair rollers (foam) Empty nonaerosol containers shampoo bottles Wigs Magazines Appointment book, pencils
Grocery Store	Pretend food Empty food boxes, cans Sacks Cash register Pencils, note pads Telephone
Office	Typewriter Paper, pencils Telephone Dictionary
Doctor's Office	Cot covered with sheet White lab jackets Stethoscope Syringes (without needles) Dolls Disposable Band-Aids, bandages, tongue depressors, cotton balls, hair caps Telephone, pads, pencils

	Outdoor
Fire Fighters	Red wagons Hoses Fire fighter hats Ladders
Gas Station	Tricycles Hoses Pretend pump Cash register Pads, pencils Pliers, screwdrivers (In warm weather add props for car wash)

The materials for dramatic play can be well organized if the caregiver begins a collection of prop boxes. Materials for each kind of play can be stored in a box labeled with the kind of dramatic play for which they are intended. Several caregivers in a school or center may enjoy sharing prop boxes with one another.

The caregiver plays an important role in the development of socialized children. The following goals stated by Hendrick (1980) give guidelines to follow in helping children to prepare for a social world.

1. Help children learn to be generous and able to share equipment, experiences, and people with others. This can be accomplished most effectively through a caregiver who sets a good example, expressing affection, while clarifying what is happening by discussing it with the children.

2. Help children develop empathy. Role playing is one method by which young children can begin to understand how the other person feels.

3. Help children learn that it feels good to help others. Encourage and expect children to assist others.

4. Teach children that everyone at school has rights and that these rights are respected by all. Rules apply to everyone, and each person has the right to have his or her privacy respected.

5. Emphasize the value of cooperation and compromise rather than stressing competition and winning. This can be achieved through teaching the art of compromise, teaching children to work together, and modeling cooperation yourself.

6. Help children discover the pleasures of friendship. Facilitate friendliness by using reinforcement to reduce isolated behavior.

7. Help children determine and develop behavior that is appropriate to their sex. This can be encouraged by helping children value their own sexuality and by offering a nonsexist curriculum that will not limit each child's potential according to sex.

The social studies activities which follow are examples of activities that will build a foundation for learning of attitudes and values, knowledge and skills in the area of social studies.

SOCIAL STUDIES ACTIVITIES FOR THE YOUNG CHILD

ACTIVITY	BEHAVIORAL OBJECTIVE	MATERIALS NEEDED	PROCEDURE
Where Do We Live?	After being given the materials, the child will sort the cards according to the proper habitat.	One piece white poster board Poster board Pictures of birds, insects, fish (stickers, handdrawn or from magazines) Felt-tip markers Glue Clear contact paper or laminating film	Divide a piece of poster board into three equal sections. Draw or provide a picture of land on one section, air (clouds) on one and the sea on the remaining section. Make a pocket for sorting pictures for each section. Encourage a small group of children to sort the cards according to proper habitat. Introduce new vocabulary such as marsh, nest, gill, etc.
Attendance Chart	After finding his or her name on the pocket chart, the child will clip his or her name to the outside so that the class may see who is at school.	One piece white poster board Library pockets (one for each child in class) Felt tip markers Scissors Paper clips Clear contact paper or laminating film	At the top of the poster print "Children At School." Under the title mount library pockets. Cover the chart with clear contact paper or laminating film, slitting pockets to open. Prepare a card for each pocket with the child's name printed on it. Attach a paper clip to outside of pocket.

ACTIVITY	BEHAVIORAL OBJECTIVE	MATERIALS NEEDED	PROCEDURE
			As children arrive have them take their names from inside the pocket and clip them to the outside.
Calendar	After looking at the calendar, the child will identify the correct month and day by saying the names.	One piece white poster board Felt tip markers Glue or tape Pieces of poster board Scissors Clear contact paper or laminating film	Prepare a calendar for use in the classroom similar to the one in Figure #21. This can be used daily to identify the month, year, and day. Special days may call for different identification.

(Adapted from Debelak, Herr, and Jacobson, 1981)

ACTIVITIES FOR THE SCHOOL-AGED CHILD

ACTIVITY	BEHAVIORAL OBJECTIVE	MATERIALS NEEDED	PROCEDURE
Classroom Newspaper	After being given directions, the child will write a column for a class newspaper to be distributed to other classes.	Paper Pencils Ditto machine or copy machines Example newspapers	The older school-age child will enjoy planning, organizing and writing a classroom newspaper. Have those children showing an interest choose different topics such as classroom news, community news, sports events and even a "Dear Abby" section. Distribute copies from a list made by the children.
Puzzle: "People and their Jobs"	After being given the puzzle pieces, the child will complete each puzzle by matching the person with something related to his or her job.	White poster board Felt tip markers Scissors	Prepare puzzles as shown in Figure #22. Have children match the picture or name of a person with the picture or name of something used in the job. Other examples: Police Officer/ Whistle Baker/Cupcakes Jockey/Horse Dancer/Ballet Shoes Milkcarrier/ Milk Bottles

ACTIVITY	BEHAVIORAL OBJECTIVE	MATERIALS	PROCEDURE
Drug Awareness	After hearing a guest speaker talk about drugs, the child will write a story using some of the information from the speaker.	Booklets about drugs Resource person Story creation	Acquaint children with the problem of drug abuse on a level appropriate to their understanding. Use booklets and literature. Invite a knowledgeable person to talk with the group about drug abuse. Have children write or dictate stories about drugs.

(Adapted from Day, 1975)

REFERENCES

Child development curriculum guide, Volume II (Bulletin 1664). Louisiana State Department of Education, 1982.

Day, B. Open learning in early childhood. New York: Macmillan, 1975.

Debelak, M., Herr, J. and Jacobson, M. Creating innovative classroom materials for teaching young children. New York: Harcourt Brace Jovanovich, 1981.

Hendrick, J. The whole child: New trends in early education. St. Louis: C. V. Mosby, 1980.

Hildebrand, V. Introduction to early childhood education, Third Edition. New York: Macmillan, 1981.

Leeper, S. H., Witherspoon, R. L. and Day, B. Good schools for young children. New York: Macmillan, 1984.

Seefeldt, C. Social studies for the preschool-primary child, Second Edition. Columbus: Charles E. Merrill, 1984.

Wiltcher, D. Lots of Wiggles. Louisiana Association on Children Under Six, 1983.

SUGGESTED READINGS

Redleaf, R. Open the door, let's explore: Neighborhood field trips for young children. Mt. Rainer, Maryland: Gryphon House, 1983.

Gryphon House, Inc.
3706 Otis Street
Mt. Rainier, MD 20822

An excellent resource for planning enjoyable field trips. Activities to supplement the trip are included.

Seefeldt, C. Social studies for the preschool-primary child, Second Edition. Columbus: Charles E. Merrill, 1984.

Charles E. Merrill Publishing Company
A Bell & Howell Company
Columbus, OH 43216

A comprehensive guide to the social studies curriculum for young children. Includes justification for the curriculum and examples of appropriate activities.

LEARNING ACTIVITIES

1. Title: Review a commercial kit.

    Description: If possible, obtain the commercial kit, My Friends and Me, produced by the American Guidance Service, Inc., Circle Pines, Minnesota 55014. A day care center or nursery school may be willing to lend the kit for a short time. Allow students to explore the materials and prepare a display using them in the classroom. Present one lesson to the class or invite a preschool teacher to do so. Have each student select one lesson to present to a small group (four-five) of other students. Have students prepare one card for their card file using materials from the kit.

2. Title: Plan a field trip.

Description: Have pairs of students follow the guidelines in the unit to plan a field trip for preschool children. Follow the form below as plans are made.

Purpose: ____

____

Previsit activities: ____

____

____

Previsit caregiver tasks: ____

____

____

____

____

____

Describe the trip: ____

____

____

____

____

After the trip: ____

____

____

____

3. Title: People and Their Jobs

Description: An important social studies concept for young children to learn is that of jobs and occupations. This concept will be introduced with this activity.

Directions: Cut pieces of poster board about the size of a standard sheet of paper. Cut each piece in half in a zigzag line to make a two-piece puzzle. Cut each card a different way so that only two will match. On one piece draw or glue a picture of a worker and on the matching piece put a picture of a tool related to that occupation. Have the children match the pictures. Use the illustration in Figure #23 for ideas.

Materials Needed: poster board, markers, pictures from magazines or workbooks, laminating film (optional)

4. Title: Fingerplay File

Description: It is very helpful if the caregiver has fingerplays copied on file cards for the appropriate curricular areas. This makes them easily accessible.

Directions: On index cards have students copy at least five fingerplays that teach a social studies concept. Some examples are listed below with the concept identified at the left margin.

HOUSE

The House

This is the roof of the house so good;
(make peaked roof with both hands)
These are the walls that are made of wood.
(palms vertically parallel)
These are the windows that let in the light;
(join thumbs and index fingers--two windows)
This is the door that shuts so tight.
(palms together)
This is the chimney so straight and tall;
(arm up straight)
Oh, what a good house for one and all.
(arms at angle for roof above head, one hand extending for chimney)

FAMILY

Family

Finger people are such fun,
Let us count them one by one.
First comes father,
  (pointer finger)
Next comes mother,
  (middle finger)
And this tall one is the brother.
  (ring finger)
Here is sister with her ball,
  (little finger)
Here is baby, last of all.
  (thumb)
Now we'll count them just to see
How many are in our family.
One, two, three, four, and five.

EMOTION

Who Feels Happy?

Who feels happy, who feels gay?
All who do, clap their hands this way.

Who feels happy, who feels gay?
All who do, nod their heads this way.

Who feels happy, who feels gay?
All who do, tap their shoulders this way.

(NOTE: Children like to suggest things to do.)

FRIENDS,
HOMES

Ten Little Friends

Two little houses across the street.
  (hold up hands, fists closed)
Open up doors and the ten friends meet.
  (open fingers)
How do you do, and how do you do.
  (fingers bow to each other)
Such nice weather.
Off they hurry to kindergarten.
Ten little friends all together.
  (hurry into your lap)

FEELINGS

If You're Happy and You Know It

If you're happy and you know it,
  clap your hands.
If you're happy and you know it,
  clap your hands.
If you're happy and you know it,
  then your face will surely show it.
If you're happy and you know it,
  clap your hands.

Angry--stomp your feet
  Sad--wipe your eye
Tired--give a yawn
Happy--nod your head

(taken from Wiltcher, 1983)

5. Title: Prepare cards for card file

Description: Using the format below, prepare five cards in the area of social studies for an activity card file.

1. Curricular Area:
2. Title of Activity:
3. Objective(s):
4. Concept(s):
5. Materials Needed:
6. Description of Experience:
7. Reference(s):

VOCABULARY

1. Social Studies--Everything that better enables children to understand their world and their place in it.

2. Affective--Pertaining to emotions, attitudes, and values.

3. Empathy--Being able to understand and relate to the feelings of others.

INSTRUCTIONAL AIDS

1. Title: Transparency

   Description: "The Social Studies Curriculum" (Figure #20) can be used when discussing the focus of the social studies curriculum.

   Materials Needed: transparency materials, overhead projector

2. Title: Bulletin Board

   Description: The bulletin board "Where Do We Live?" will help students understand the social concept of homes.

   Directions: Use construction paper to make a scene on the left side. Include the sky, trees, and ground below it and water below that. To the right of each part place a strip of poster board stapled on to make a pocket. Using pictures of animals that were drawn or cut out from magazines, have children place the pictures in the correct pockets.

   Materials Needed: construction paper, poster board, markers, scissors, staples

3. Title: Illustration

   Description: The illustration in Figure #22 will be helpful when preparing the learning activity entitled "People and Their Jobs."

4. Title: Poster

   Description: The illustration in Figure #21 can be used as a guide to prepare a poster to demonstrate to the class how this calendar may be used.

   Directions: Use a full sized piece of poster board for the calendar. Cut strips to put on for pockets to hold the appropriate labels. Make cards with the months and days of the month to put in the pockets. Label as indicated on the illustration.

Materials Needed: poster board, markers, scissors

EVALUATION

Title: Test

Description: Use the following questions as a basis for evaluation.

Write "TRUE" or "FALSE" in the blank beside the number of the question.

(FALSE) 1. Children will learn social studies concepts and skills through an active involvement in their environment but not by interaction with the people in their environment.

(TRUE) 2. Children must be encouraged to develop into social people.

(FALSE) 3. The cognitive needs of young children are considered before the attitudes and values or affective needs because these must be met first, before learning can take place.

(TRUE) 4. Many social studies concepts can be acquired through children's literature.

(TRUE) 5. Skills gained through both social living and learning will develop the child's ability to seek and analyze information.

(TRUE) 6. One of the most satisfying activities the caregiver can prepare for the social studies curriculum is dramatic play.

7. Describe the social studies curriculum.

A focus on attitudes and values, knowledge and skills.

8. Discuss the objectives for the child in the social studies program.

   1. **Develop understandings of cooperative group living with an awareness of the rights of others, personal property, honesty, courtesy, and responsibility.**
   2. **Broaden social consciousness by meeting with other children and adults of varying religions, backgrounds, and races.**
   3. **Explore current interests that concern the environment.**
   4. **Understand dependence upon others and how they can help them.**
   5. **Understand children in other countries and their ways of living.**

9. List the 10 learning areas in social studies and give examples of each.

   1. Citizenship education--we are not all alike.
   2. Civics--respect for rules and regulations.
   3. Conservation--money is used to buy food, clothes, and school supplies.
   4. Economics--people do different kinds of work.
   5. History--great men had great ideas.
   6. Geography--weather affects the way we dress.
   7. International understandings--awareness of other people in other countries.
   8. Anthropology--people live according to certain values, skills, and traditions.
   9. Sociology--family is the basic social unit.
   10. Environmental education--water and air can be polluted.

10. List two important methods for giving the young child the concrete example of a social studies concept.

    1. **Taking a field trip**
    2. **Having a special guest visit the classroom**

11. Describe the role of the caregiver in the development of socialized children.

    1. **Help children learn to be generous and share with others.**
    2. **Help children develop empathy.**
    3. **Help children learn to help others.**
    4. **Teach children that everyone has rights that should be respected by all.**
    5. **Emphasize cooperation and compromise.**
    6. **Help children discover the pleasure of friendship.**
    7. **Help children develop behavior appropriate to their sex.**

12. Mrs. Jones' preschool class is taking a field trip to the post office. Describe below all the points she should remember when planning for a field trip. Also include one follow-up activity after the field trip.

    1. **Formulate the purpose of the trip. There should be a fully defined reason for the trip.**
    2. **Obtain administrative permission. Investigate school policies covering field trips.**
    3. **Obtain written permission of the parents for each trip, identifying the destination and times to be away from the school.**
    4. **Visit the site before the children, to talk with the adult(s) that will serve as the guide(s) and to note safety hazards.**
    5. **Arrange transportation with factors such as liability insurance, licensed driver(s), and seat belt requirements in mind.**
    6. **Invite parents to assist.**
    7. **Make plans with children which include activities that will "lead up to" the trip. Discuss safety rules.**
    8. **Following the trip, carefully evaluate the experience. A follow-up activity could include things such as:**
       writing a thank-you note to the post office,
       writing an experience story, and
       having a discussion of what children liked least/best.

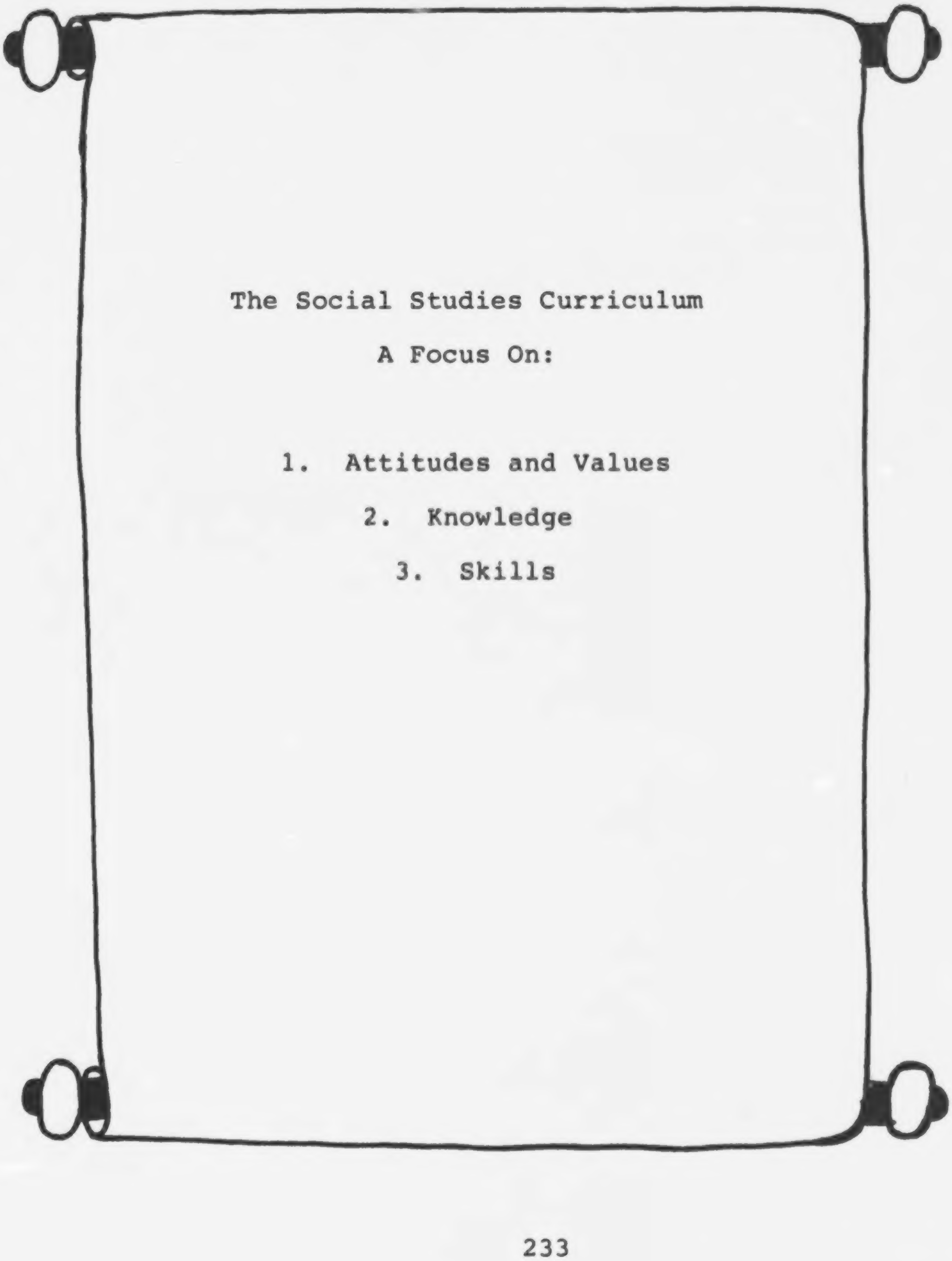
13. List some concepts that would be taught in the social studies activity "People and their Jobs." In this activity children match the person with the tool they would work with.

    1. **roles**
    2. **occupations**
    3. **helping others**

14. A preschool class is going on a field trip to a health clinic. State the reason for a preschool class to take this trip.

    A field trip to the health clinic would give children the first-hand experience of seeing people caring for others. Children would learn that good health is important and there are certain people dedicated to taking care of others.

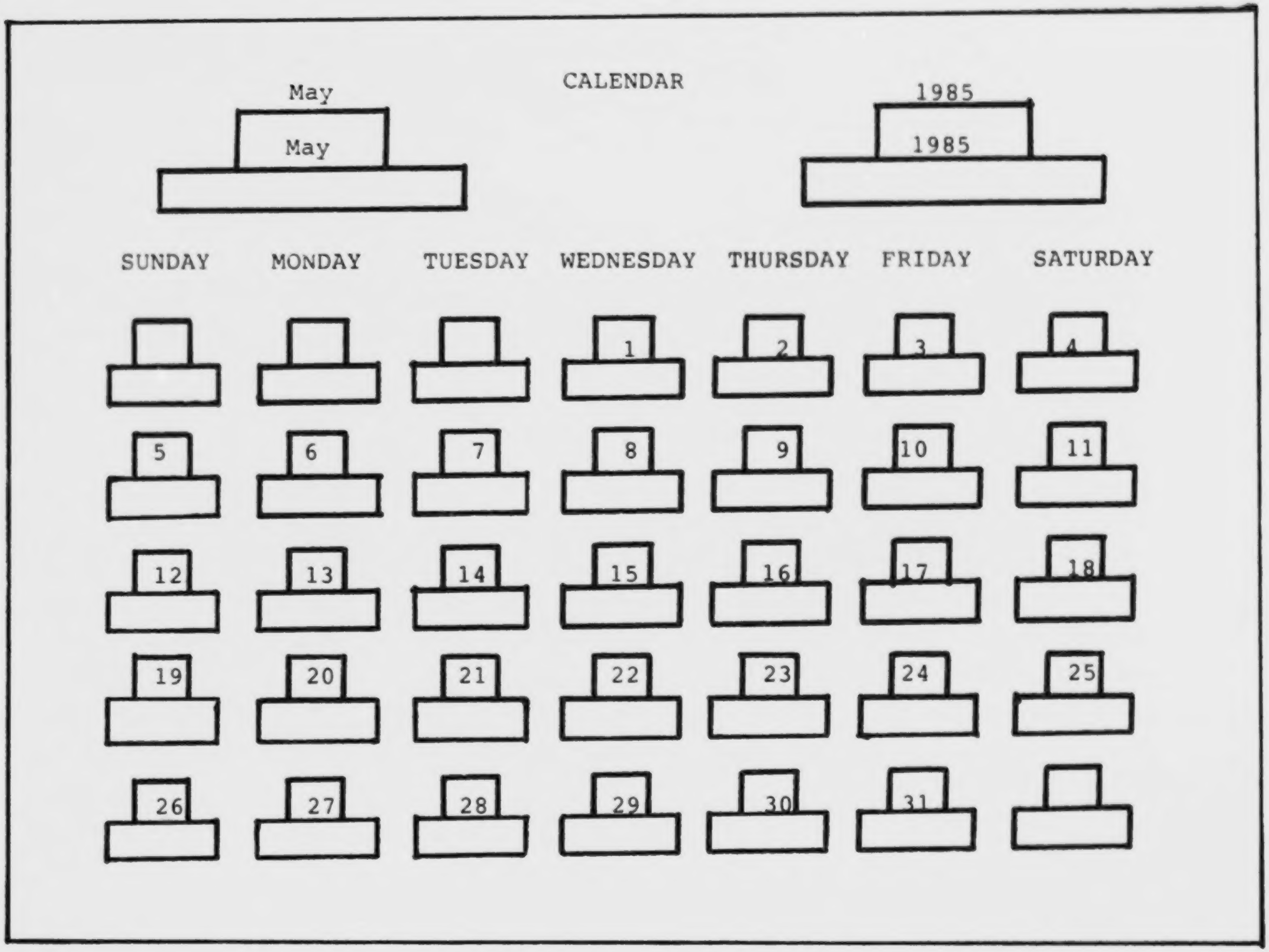
Figure #20



The Social Studies Curriculum

A Focus On:

1. Attitudes and Values
2. Knowledge
3. Skills



CALENDAR

May

May

1985

1985

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Figure #21

"People and Their Jobs"

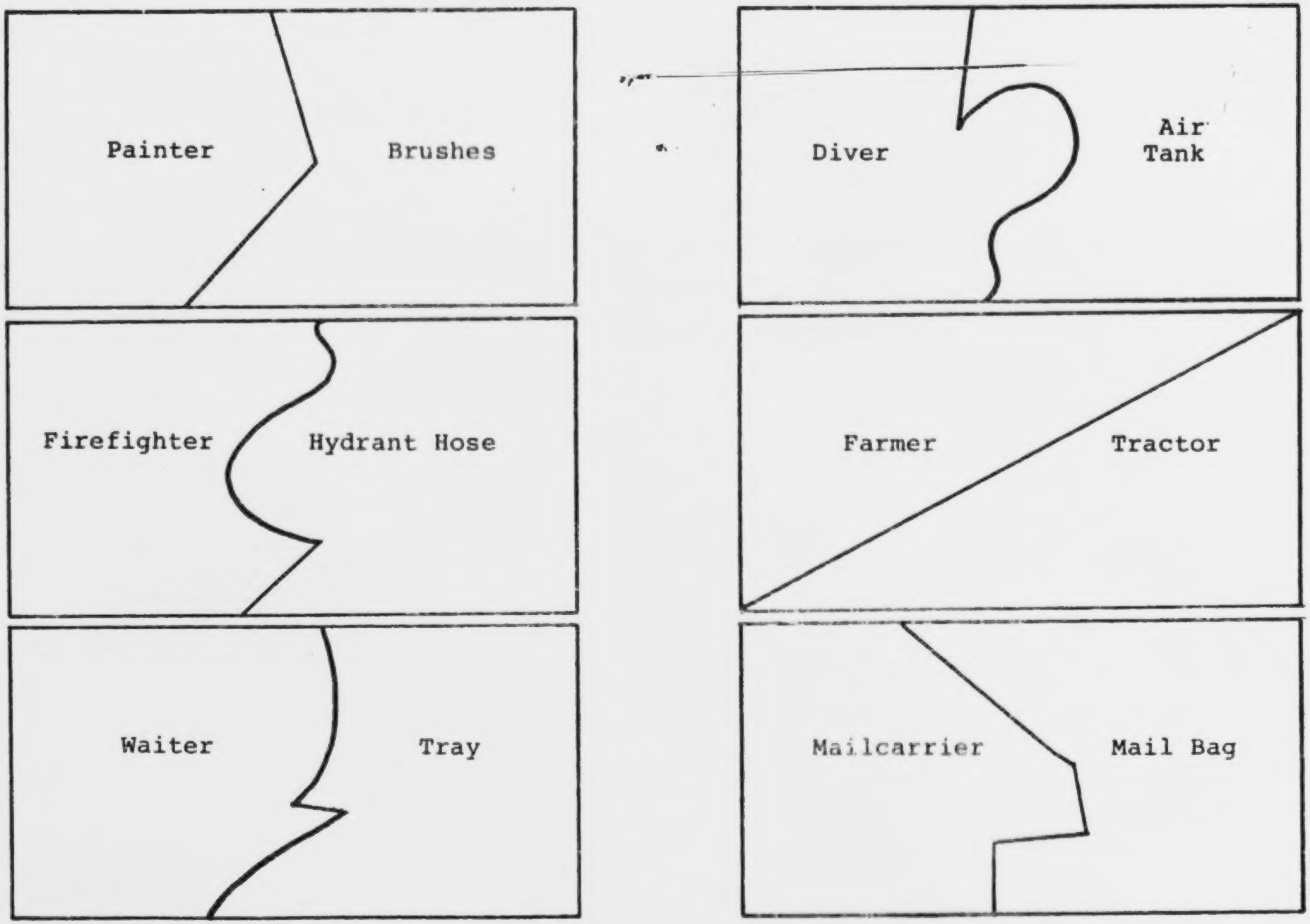

Painter
Brushes
Diver
Air Tank
Firefighter
Hydrant Hose
Farmer
Tractor
Waiter
Tray
Mailcarrier
Mail Bag

Figure #22

Student Handout #24

Field Trip Suggestions

FOR PRESCHOOLERS

- Airport
- Artist's Studio
- Bakery
- Bowling Alley
- Car Dealer Showroom
- Car Wash
- Children's Houses
- Christmas Tree Farm
- Dairy
- Department Store Windows
- Duck at a Pond
- Farm
- Hairdresser
- Hatchery
- Health Clinic
- Pet Shop
- Post Office
- Potter's Studio
- Print Shop
- Restaurant
- Seashore
- Train Ride
- Woods
- Zoo

FOR THE OLDER CHILD

- Computer Store
- Dormitory Room
- Escalator
- Ice Skating Rink
- Library
- Museum
- Office
- Planetarium
- Play or Opera
- Race Track
- Street Repair
- Style Show
- Telephone Office
- Television Studio

Student Handout #25

Social Studies Resources

Children's Books (Available from public or school libraries or can be purchased from book stores)

Preschool Level

Anglund, J. W. A friend is someone who likes you. New York: Harcourt Brace Jovanovich, 1958.
Cohen, M. Will I have a friend? New York: Macmillan, 1967.
Keats, E. J. The snowy day. New York: Viking, 1962.
Krauss, R. The growing story. New York: Harper & Row, 1947.
Rockwell, A. and Rockwell, H. The supermarket. New York: Macmillan, 1979.
Ross, D. A book of hugs. New York: Thomas Y. Crowell, 1980.
Silverstein, Shel. The giving tree. New York: Harper & Row, 1964.
Simon, N. I was so mad. Chicago: Albert Whitman, 1974.
Uldry, J. M. Let's be enemies. New York: Harper & Row, 1961.
Viorst, J. Alexander and the terrible, horrible, no good, very bad day. Hartford: Aladdin Books, 1972.
Zolotow, C. William's doll. New York: Harper & Row, 1972.

School-Aged Level

Beatty, Patricia. How many miles to sundown. New York: Morrow, 1974.
Colver, Anne. Bread and butter Indian. New York: Holt, 1964.
Hunt, Irene. Across five Aprils. Chicago: Follett, 1964.
Jones, Weyman. Edge of two worlds. New York: Dial, 1968.
Lawson, Robert. Mr. Revere and I. Boston: Little, Brown, 1953.
LeShan, Eda. Learning to say good-by; when a parent dies. New York: Macmillan, 1976.
McGovern, Ann. If you lived in colonial times. New York: Scholastic, 1964.

Student Handout #25

Social Studies Resources

Filmstrips for Children

All kinds of feelings. (6968), Scholastic Kindle Filmstrips, 902 Sylvan Avenue, Englewood Cliffs, New Jersey 07632.

The adventures of the lollipop dragon. (179.9), Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago, Illinois 60614.

Picture Sets

Role playing photo-problems for young children. Holt, Rinehart and Winston, New York, New York 10017.

Written language cards. (339), Developmental Learning Materials, 7440 Natchez Avenue, Niles, Illinois 60648.

Recordings

Learning basic skills through music. Vol. I, Educational Activities, Inc., Box 392, Freeport, New York 11520.

Free to be, you and me. Arista Records, 1176 Broadway, New York, New York 10019.

CHILD CARE
UNIT: ENHANCING SOCIAL AND EMOTIONAL DEVELOPMENT
SUGGESTED TIME: TWO WEEKS

UNIT: Enhancing Social and Emotional Development

CONCEPT: Recognizing Emotions in the Classroom

GENERALIZATIONS

1. One task of the preschool child is learning to express emotions in a socially acceptable and healthy manner.
2. The ability of a preschool child to separate from significant individuals and form new relationships may be necessary for healthy emotional development.
3. Consistent refusal to conform goes beyond normal behavior and may be identified as a warning signal that the child needs help in working through the behavior.
4. Effective planning that meets the needs of individual children may be enhanced by assessing the emotional health of each child.
5. Although the caregiver creates a climate in which children feel emotionally secure, it may be necessary to deal with troublesome emotions.

PERFORMANCE OBJECTIVES

Upon completion of the lesson, the student will be able to:

1. Summarize the guidelines needed to assess the emotional health of individual children.
2. Give examples of troublesome emotions and explain how to deal with them in the classroom.
3. Use observation records to identify appropriate or inappropriate behavior resulting from emotions.
4. Use a checklist to analyze the emotional environment of a classroom.
5. Give examples of appropriate activities that allow children to express emotions positively.

OUTLINE

I. Emotional Expressions
  A. Preschool Emotions
  B. Emotional Health Assessment

II. Creating an Emotionally Secure Climate

    A. Role of the Caregiver

    B. Managing Troublesome Emotions

III. Activities for Expressing Emotions

REVIEW OF SELECTED LITERATURE

Learning to express emotions in a socially acceptable and healthy manner is one of the tasks of the preschool child. Through understanding the immaturity with which the young child will often respond emotionally, the caregiver will be able to begin to help the child learn to express his or her emotions effectively. The Child Development Curriculum Guide, Volume II (Bulletin 1664), Louisiana State Department of Education, (pp. 320-322), describes the emotional level of the preschool child and the varying emotions likely to be expressed. The guide explains emotional expression by stating the following:

> "An emotion is not positive or negative, but the behavior that results from an emotion may be evaluated as positive (appropriate) or negative (inappropriate) behavior. Ideally all emotions are directed into wholesome patterns of expression and therefore lead to good adjustments" (p. 320).

One task of the caregiver will be to foster these wholesome patterns of expression.

A caregiver will want to be able to determine whether the children she or he teaches are emotionally healthy. Hendrick (1980) developed the following questions to ask in assessing emotional health:

1. Is the child working on emotional tasks that are appropriate for his or her age? Is the child achieving independence, choosing what he or she wants to do, and generating ideas with zest and enthusiasm?

2. Is the child learning to separate from his or her family without undue stress and form an attachment with at least one other adult at nursery school? The ability to separate from significant individuals and form additional relationships is an important skill.

3. Is the child learning to conform to routines at school without undue fuss? Consistent refusal to conform goes beyond normal behavior and should be regarded as a warning sign that the child needs help in working through the behavior.

4. Is the child able to involve himself or herself deeply in play? The child's ability to enjoy participating in play is not only a hallmark of emotional health but contributes to the maintenance of mental health.

5. Is the child developing the ability to settle down and concentrate? This inability to concentrate can seriously interfere with learning.

6. Is the child unusually withdrawn or aggressive for his or her age? This signal from the child indicates emotions "out of balance."

7. Does the child have access to the full range of feelings, and is he or she learning to deal with them in an age-appropriate way?

After assessing the emotional health of each child the caregiver will be able to plan more effectively and meet the needs of individual children.

The caregiver takes into consideration that teaching is not only a process of defining the content to be taught, but is also the process of creating a climate which is emotionally secure while also positive and stimulating. He or she creates the rich environment and, therefore, enhances emotional development by doing the following:

1. Accepting the child's feelings.

2. Assisting the child in understanding his or her feelings.

3. Providing safe outlets for the child's emotions.

4. Focusing attention upon the positive side of the child's development and behavior.

5. Accepting the child's attitudes.

6. Planning activities to increase the child's awareness and understanding of other people, their attitudes, and their feelings.

7. Helping children examine and evaluate personal values for themselves.

8. Modeling an attitude of care, respect, warmth, consideration, openness, and acceptance.

9. Listening to children with undivided attention.

10. Respecting and using the ideas of the children.

11. Ignoring some behaviors and using positive reinforcement with other behaviors.

12. Building the curriculum around the interests of the children (Frost and Kissinger, 1976).

The caregiver who creates a classroom climate where children feel emotionally secure will have occasion to deal with troublesome emotions. Fear and aggression are reportedly the two most troublesome emotions experienced by preschool children in a classroom situation (Ambron, 1981).

Social stress is the primary fear of the preschool child. Uncertainty of how to act or how others may respond in a new social situation is stressful and fear producing. The common reaction to situations such as these is shyness and silent withdrawal. Other kinds of fears such as fear of insects or of dark rooms may arise from the child's active imagination or from frightening television shows. Wolman (1978) lists the following guidelines when confronting children's fears.

DO NOT

1. Do not ignore the child's fears; do not dismiss them.
2. Do not protect the child; avoid making the child feel helpless and overdependent; do not pity the child.
3. Do not reject the child; do not threaten abandonment or make the child feel lonely.
4. Do not ridicule or punish the fearful child.
5. Do not force the child into the situation feared.
6. Do not involve children in your own fears.

DO

1. Build the child's faith in his or her abilities.
2. Praise the child's achievements, no matter how small.
3. Make the child feel you will protect him or her whenever necessary.
4. Listen patiently and show understanding of fears.
5. Set an example by rationally coping with dangers yourself.
6. Give the child the opportunity to overcome fears actively.

Aggressive behavior can be defined as action that is intended to cause injury or anxiety to others. The caregiver must help the preschooler learn to channel these impulses into socially acceptable behaviors. Hendrick (1980) suggested beginning by assessing the underlying causes of the aggression while using direct control of the child which may mean removal from the group. The caregiver may then help the child find alternative methods for expressing the strong emotion. The result of such action will be acceptable expression by the troubled child without jeopardizing the safety and happiness of the others in the group.

Many excellent children's books have been written concerning emotions that preschool children will find themselves experiencing. When young children are given an opportunity to hear of common problems, they may better understand and accept their emotions. Several books on this topic for both the preschooler and the school-aged child are listed on the following pages.

Children's Books on Universal Emotions

Anglund, J. W. Love is a special way of feeling. New York: Harcourt Brace Jovanovich, 1960. Words and pictures superbly capture the nice feeling of love.

Behrens, J. How I feel. Chicago: Children's Press, 1973. The book depicts children of every race experiencing positive and negative emotions such as anger and joy. The photographs depicting the emotions are excellent.

Brown, M. B. Benjy's blanket. New York: Franklin Watts, 1962. This sensitive story is about a little boy who had to have his security blanket.

Hickman, M. I'm moving. New York: Abington, 1974. This book explains accurately the problems of moving to a new home.

Simon, N. I know what I like. Chicago: Albert Whitman, 1971. In this book a child reflects on his likes and dislikes in a realistic way. The illustrations and text provide sources for discussion of varying likes and dislikes of children.

Stein, S. B. About handicaps: An open family book for parents and children together. New York: Walker, 1974. By the use of vivid photographs and text, this book provides accurate simple information that focuses on the feelings children have about handicaps. The child's text is supplemented by written material for adults that allows them to handle questions raised by the material in the book.

Viorst, J. Alexander and the terrible, horrible, no good, very bad day. New York: Atheneum, 1972. The book vividly expresses how a child feels on a day when everything seems to go wrong for him.

Zolotow, C. Hating book. New York: Harper & Row, 1969. The book touches on an emotion that is frequently ignored with young children. In picture and verse, it shows that we can hate someone at one time, discuss the feeling , and become friends again.

Children's Books on Death

Brown, M. W. The dead bird. New York: Young Scott Books, 1965. This is a story about a dead bird that is found and buried. There is an excellent sensitivity to children's feelings about death in illustration and text.

Stein, S. B. About dying: An open family for parents and children together. New York: Walker, 1974. The book sensitively and accurately portrays the feelings of a child relating to death. The vivid photographs and simple text for children is accompanied by more written material for adults to extend their understanding in order to help them answer other questions raised by children regarding the material.

Children's Books about Temporary Separation

Adams, E. Mushy eggs. New York: G. P. Putman's Sons, 1973. Two children in a home where the mother is divorced are taken care of by a baby sitter. She leaves them and their sadness at her departure is touchingly expressed.

Rockwell, H. My nursery school. New York: Greenwillow, 1976. This is a simple, well-illustrated book which realistically introduces young children to the routine of nursery school.

SCHOOL-AGED CHILDREN'S BOOKS ON EMOTIONS

Hoban, Russell. Bedtime for Frances. illus. Garth Williams, New York: Harper, 1960.

-----.A baby sister for Frances. illus. Lillian Hoban, New York: Harper, 1964.

Klein, Norma. If I had my way. illus. Ray Cruz, New York: Pantheon, 1974.

Sharmat, Marjorie. I don't care. illus. Lillian Hoban, New York: Macmillan, 1977.

Silverstein, Shel. Beastly boys and ghastly girls. ed. William Cole, Cleveland: World, 1964.

Sperry, Armstrong. Call it courage. New York: Macmillan, 1940.

Waber, Bernard. Ira sleeps over. Boston: Houghton Mifflin, 1972.

Children can also benefit from participating in large and small group experiences which focus on emotions. Those listed below are effective when used with preschool children.

ACTIVITIES FOR YOUNG CHILDREN CONCERNING EMOTIONS

ACTIVITY	BEHAVIORAL OBJECTIVE	MATERIALS	PROCEDURE
Discussion of Feelings	After hearing a story about emotions, the child will name and describe emotions that he or she has felt that are similar to those in the story.	The book Feelings Inside You and Outloud Too by Craig DeRoy, 1975. Publisher: Celestial Arts 231 Adrian Road Mellbrae, CA 94030	Begin a discussion on the various feelings individuals have by reading the recommended book. Encourage children to describe situations they have experienced which were similar to those in the book. This is an appropriate activity for either a large or small group.
Preparing Individual Apple Salads	After being given the ingredients, the child will prepare his or her own salad for snack.	Groceries: (per child) 1/4 apple small piece of celery 5 raisins 1 t. mayonnaise 1 walnut Plastic seriated knives Cutting boards Teaspoon Mixing bowl Mixing spoon Individual paper cups and plastic forks	Following the recipe cards in Student Handout #26, allow the children to make their own snack. Those in this learning center may wish to prepare a snack for friends not wishing to make their snack. Children feel a sense of accomplishment and independence when allowed to prepare their own snack.

ACTIVITY	BEHAVIORAL OBJECTIVE	MATERIALS	PROCEDURE
Emotion Cards	After looking at the emotion cards, the child will name the emotion and whether or not he or she ever felt that way.	A variety of pictures of individuals experiencing different emotions. Poster boards Laminating film or clear contact paper	Collect pictures from magazines which show a variety of emotions. These may include anger, fear, sorrow, happiness, exuberance, guilt . . . Mount the pictures on poster boards and cover with laminating film or contact paper. Encourage children to look at the pictures and discuss whether they ever felt that way.
Felt Board Faces	After hearing a story about a certain emotion, the child will choose the correct felt face that illustrates the emotion in the story and put it on the flannel board.	Felt Felt boards Markers	Make a very simple large felt body without a face. Make several faces that fit the body. Each face should portray a different feeling. Put the body and all of the felt faces on the felt board. Tell a short story. Then let a child find a face that portrays how one of the characters in the story felt and put it on the body. Tell several stories.

ACTIVITY	BEHAVIORAL OBJECTIVE	MATERIALS	PROCEDURE
Puppets			
Mr. Flat Face	After being presented with puppets, the child will demonstrate emotions by using puppets as characters in his/her own story.	Clothes hanger Nylon stocking Construction paper or fabric pieces Yarn	Stretch clothes hanger as in Student Handout #28. Place nylon stocking over hanger. Prepare facial features using construction paper or fabric pieces.
Paper Bag Puppet	After being presented with the materials, the child will make a puppet to use in his/her own dramatic play.	Very small paper bag Cotton batting or crumped newspaper String Tongue depressor	Fill bag with cotton batting or newspaper. Insert tongue depressor in bag. Bind loose edges of stuffed bag around tongue depressor with string. Tie securely. Paint face on bag. Put costume around hand and tongue depressor, if desired.
Potato Puppets	After being presented with the materials, the child will make a puppet to use in his/her own dramatic play.	Small potato (if potato is too large, it is difficult for children to control).	Insert tongue depressor in potato. Decorate one surface of potato with paint to form a face or use bits of

ACTIVITY	BEHAVIORAL OBJECTIVE	MATERIALS	PROCEDURE
Potato Puppet (continued)		Tongue depressor Paint or bits of colored construction paper and pins	paper kept in place by pins for facial features. Hair can be added by pinning on strands of yarn or strips of paper. Cover hand and tongue depressor with costume, if desired.

REFERENCES

Ambron, S. R. Child Development (3rd Edition). New York: Holt, Rinehart and Winston, 1981.

Child development curriculum guide, Volume II (Bulletin 1664). Louisiana State Department of Education, 1982.

Frost, J. L. and Kissinger, J. B. The young child and the educative process. New York: Holt, Rinehart and Winston, 1976.

Hendrick, J. The whole child: New trends in early education. St. Louis: C. V. Mosby, 1980.

Wilmes, L. & D. Everyday circle times. Dundee, Illinois: Building Blocks Publications, 1983.

Wolman, B. B. Children's fears. New York: Grosset and Dunlap, 1978.

SUGGESTED READINGS

Ginott, H. Teacher and child. New York: Macmillan Publishing, 1972.

Macmillan Publishing Company
866 Third Avenue
New York, NY 10022

An excellent resource for responses to children experiencing emotional difficulties.

Satir, V. People making. Palo Alto, California: Science and Behavior Books, 1975.

Science and Behavior Books, Inc.
P.O. Box 60519
Palo Alto, CA 94306

A good source for reading about how emotional responses are learned.

LEARNING ACTIVITIES

1. Title: Observation

   Description: First-hand experience of observing children and their emotions will aid the caregiver in understanding children's emotional needs.

Directions: Have students visit a nursery school or preschool center and observe children for a specific time. Students should record all emotions expressed by one child during a 15 minute period. Discuss the emotions and the situations in which they occurred in class.

2. Title: Analyze Situations

   Description: Emotions are difficult to analyze because they change so quickly.

   Directions: Evaluate the situations given in Student Handout #28 and answer the questions that follow each situation.

3. Title: Complete a Checklist

   Description: While observing, it is important to notice the environment in which children are placed to learn.

   Directions: Have students visit a preschool or nursery school setting. The students should be allowed enough time to observe the normal routine and atmosphere of the class. Provide students with the checklist "Analyzing the Emotional Environment" (Student Handout #29). The students should complete this handout during their observation. In the classroom let the students discuss their findings and possible reasons for these findings.

VOCABULARY

1. Aggressive behavior--Action that is intended to cause injury or anxiety to others.
2. Social stress--Uncertainty of how to act or how others may respond in a new social situation that produces stress or fear.
3. Positive behavior--Behavior resulting from emotions that is evaluated as being appropriate.
4. Negative behavior--Behavior resulting from emotions that is evaluated as being inappropriate.

INSTRUCTIONAL AIDS

1. Title: Posters or flip charts

   Description: Use the guidelines in Figures #23 and #24 as posters to discuss ways of confronting fears.

2. Title: Filmstrip

Description: The caregiver can foster emotional growth and development by understanding the stages of emotional growth.

Directions: Order the filmstrip "Stages of Emotional Growth" which is included in the series "Day Care Training Curriculum" ($35.00) from:

Meridian Education Corporation
Library Filmstrip Center
608 E. Locust Street
Bloomington, IL 61701

Show the filmstrip and then follow with activities or checklists suggested in the study guide.

3. Title: Bulletin Board

Description: This bulletin board will help young children understand and recognize emotions.

Directions: On the bulletin board place four to six brightly colored pictures of children in different situations, for example, a picture of children swinging or of a child that fell down. For each picture prepare a face with the appropriate expression for each feeling, such as sad, happy, angry, excited, etc. By each picture on the bulletin board prepare a pocket made of construction paper. The child should look at each picture and decide how he or she would feel in that situation and then put that face in the pocket.

Materials: construction paper, markers, stapler, crayons, scissors

EVALUATION

Title: Written Test

Description: Use the following questions as a basis for evaluation. Fill in the blank with "TRUE" if the statement is true and "FALSE" if it is false.

(TRUE) 1. Learning to express emotions in a socially acceptable and healthy manner is one of the tasks of the preschool child.

(FALSE) 2. Emotions are described as being positive or negative.

(FALSE) 3. If a child cries and screams when a dog comes near him or her because of a fear of dogs, the child is considered emotionally unhealthy.

(TRUE) 4. Consistent refusal to conform to routines goes beyond normal behavior and should be regarded as a warning sign that the child needs help in working through the behavior.

(FALSE) 5. If a caregiver creates a classroom climate where children feel emotionally secure, the caregiver will have no problems with children exhibiting troublesome emotions.

(TRUE) 6. Social stress is the primary fear of the preschool child.

(TRUE) 7. A common reaction to social stress for a preschool child would be to withdraw from the situation.

(TRUE) 8. Assessing the underlying causes of aggression while using direct control of the child is a way of channeling aggressive behavior into socially acceptable behavior.

(TRUE) 9. Ideally all emotions should be directed into wholesome patterns of expression.

(FALSE) 10. A caregiver can plan effectively without knowing the emotional needs of the children.

11. List three questions used by Hendrick to assess emotional health.

    1. **Is the child working on emotional tasks that are appropriate for his or her age?**
    2. **Is the child learning to separate from his family without undue stress and** to form an attachment with **at least one other adult at nursery school?**
    3. **Is the child learning to conform to routines at school without undue stress?**
    4. **Is the child able to involve himself or herself deeply in play?**
    5. **Is the child developing the ability to settle down and concentrate?**
    6. **Is the child unusually withdrawn or aggressive for his or her age?**

7. Does the child have access to the full range of feelings and is he or she learning to deal with them in an age appropriate way?

(Student may answer three of the seven choices.)

12. List five ways the caregiver can create a rich environment and enhance emotional development.

1. Accepting the child's feelings.
2. Assisting the child in understanding his or her feelings.
3. Providing safe outlets for the child's emotions.
4. Focusing attention upon the positive side of the child's development and behavior.
5. Accepting the child's attitudes.
6. Planning activities to increase the child's awareness and understanding of other people, their attitudes and their feelings.
7. Helping children examine and evaluate personal values for themselves.
8. Modeling an attitude of care, respect, warmth, consideration, openness and acceptance.
9. Listening to children with undivided attention.
10. Respecting and using the ideas of the children
11. Ignoring some behaviors and using positive reinforcement with other behaviors.
12. Building the curriculum around the interests of the children.

(Student may answer with any five of the 12 choices.)

13. In your own words list three of the positive ways of dealing with children's fears.

1. Build the child's faith in his or her abilities.
2. Praise the child's achievements no matter how small.
3. Make the child feel you will protect him or her whenever necessary.

4. **Listen patiently and show understanding of fears.**

5. **Set an example by rationally coping with fears yourself.**

6. **Give the child the opportunity to overcome fears actively.**

(Student may answer any three of the six choices.)

14. Describe a situation that you observed in which a child exhibited inappropriate behavior as the result of an emotion and tell how you would handle it or correct it as the caregiver.

Answers may vary.

15. Give two examples of troublesome emotions and give a positive way of dealing with each one.

Fear -- answer will vary.
Aggression -- answer will vary.

Figure #23

Guidelines for Confronting Children's Fears (A)

Do not ignore the child's fears; do not dismiss them.

Do not overprotect the child; avoid making the child feel helpless and overdependent; do not pity the child.

Do not reject the child; do not threaten abandonment or make the child feel lonely.

Do not ridicule or punish the fearful child.

Do not force the child into the situation feared.

Do not involve children in your own fears.

Figure #24

Guidelines for Confronting Children's Fears (B)

Build the child's faith in his or her abilities.

Praise the child's achievements no matter how small.

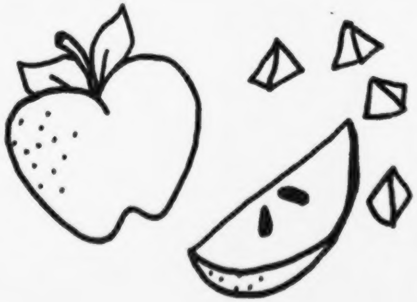
Make the child feel you will protect him or her whenever necessary.

Listen patiently and show an understanding of fears.

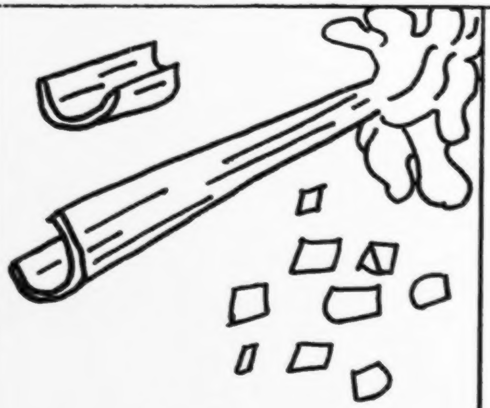
Set an example by rationally coping with dangers yourself.

Give the child the opportunity to overcome fears actively.

Student Handout #26
Apple Salad

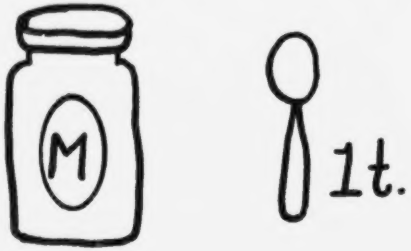


1. 1/4 apple cut

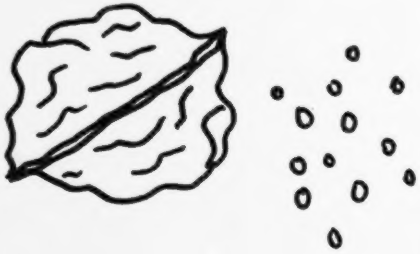


2. small piece of celery

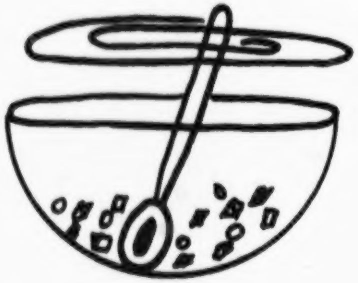
3. five raisins



4. one teaspoon mayonnaise

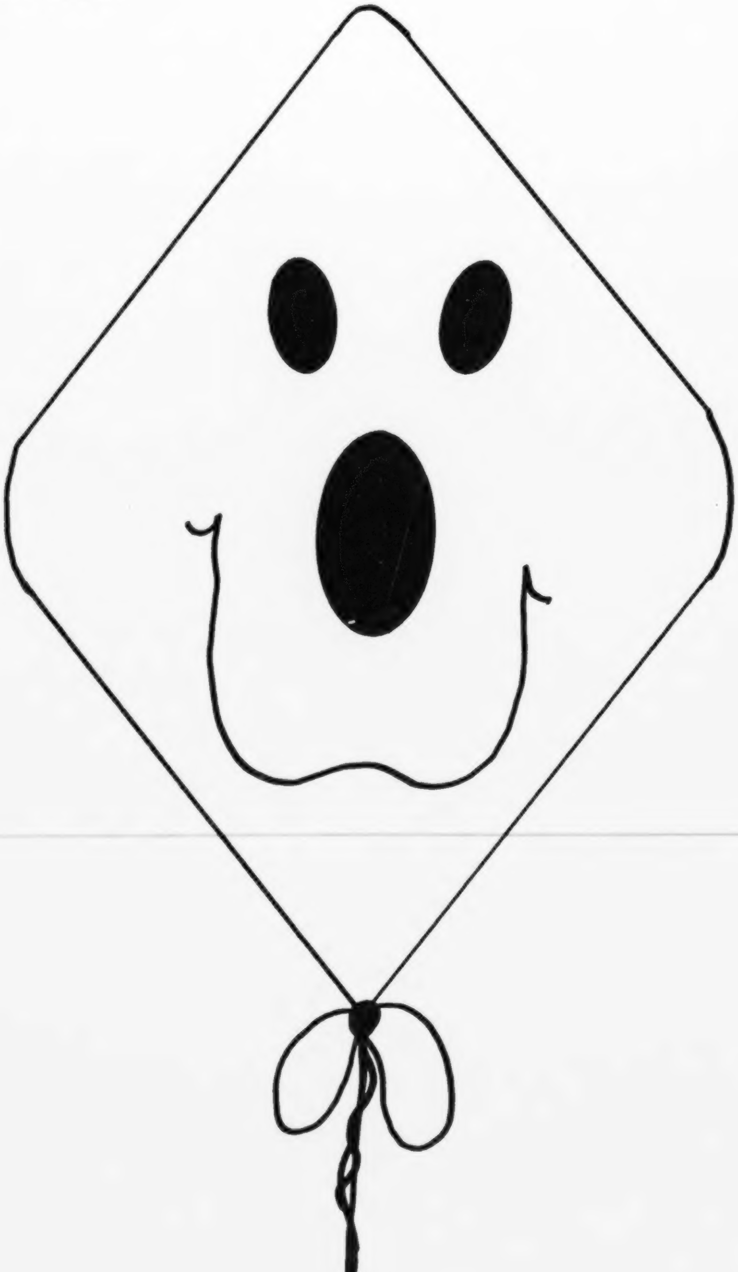


5. one walnut broken up



6. stir to mix

Student Handout #27
Mr. Flat Head



Student Handout #28

Analyzing Emotional Situations

1. Joyce had never been apart from her 11-month-old daughter. She had an appointment for lunch with a friend and was going to leave the baby with a sitter for the first time. Jennifer cried, screamed, and clung to her mother. Joyce decided to not go to lunch and instead to stay home with the baby.

   A. What should Joyce have done? ______________________________

   B. What could the babysitter have done to have made the separation easier? ______________________________

   C. What will happen if Joyce refuses to leave the baby with a sitter? ______________________________

Student Handout #28

Analyzing Emotional Situations

2. Jamee and Jim are having a picnic for their four children with Janice and Gary and their only son, William. Jamee and Jim's children are very outgoing. They have spent a lot of time with other children and with each other, and they make friends easily. William has always lived in a neighborhood where he has not had any friends or playmates. William is getting ready to begin kindergarten in two weeks. Jim and Jamee's youngest child, Kelly, will also be beginning kindergarten.

    A. What advantages in adjustment will Kelly have over William when beginning school?____________________________

    ____

    ____

    ____

    B. What experiences might Janice and Gary have provided William so that his adjustment to kindergarten would be easier? ____

    ____

    ____

    ____

    C. If William continues to be sheltered from people and not allowed to interact with others, what emotional problems might you predict? ______________________________

    ____

    ____

    ____

Student Handout #28

Analyzing Emotional Situations

3. Jason, age three, was not used to naps. Soon after he began attending the local day care center, he started crying each day at lunch time. He seldom ate lunch because he knew that nap time followed.

   A. What is the caregiver's role in helping the child adjust to this new routine? ______________________________

      ____

      ____

      ____

   B. How could the parent be included in helping him adjust?

      ____

      ____

      ____

      ____

   C. What else might contribute to the child's inability to adjust?

      ____

      ____

      ____

      ____

Student Handout #29

Analyzing the Emotional Environment of a Preschool Program

	Always	Sometimes	Almost Never	Never
1. Accepts the child's feelings				
2. Assists the child in understanding his or her feelings				
3. Provides safe outlets for the child's emotions				
4. Focuses attention upon the positive side of the child's development and behavior				
5. Accepts the child's attitudes				
6. Plans activities to increase the child's awareness and understanding of other people, their attitudes, and their feelings				
7. Helps children examine and evaluate personal values for themselves				
8. Models an attitude of care, respect, warmth, consideration, openness, and acceptance				
9. Listens to children with undivided attention				
10. Respects and uses the ideas of the children				
11. Ignores some behaviors and uses positive reinforcement with other behaviors				
12. Builds the curriculum around the interests of the children (Frost and Kussenger, 1976)				

UNIT: Enhancing Social and Emotional Development .

CONCEPT: Developing Positive Self-Esteem in Young Children

GENERALIZATIONS

1. Children's ability to be motivated and the relationships that they have with others may be affected by their basic attitudes about themselves.
2. High self-esteem may be achieved when individualization of teaching takes place.
3. Many of the feelings young children express at school about themselves are the result of responses by parents in the home.

PERFORMANCE OBJECTIVES

Upon completion of this unit the student will be able to

1. Recognize the feelings of young children that result in high or low self-esteem.
2. Demonstrate the use of individualization techniques that will enhance young children's self-esteem.
3. Identify precise methods of enhancing self-esteem in young children.

OUTLINE

- I. Importance of Self-Esteem
  - A. Parental Influence
  - B. Caregiver Influence
- II. Methods to Foster Positive Self-Esteem
  - A. Verbal
  - B. Individualization of Teaching
  - C. Classroom Activities

REVIEW OF SELECTED LITERATURE

Self-esteem is a child's own judgment of how worthy he or she is. The child communicates this sense of self-worth to others by overt behavior, language, body language, and the manner in which he or she approaches or responds to people or objects (Robison, 1983). The child's basic attitude about himself or herself is one of the most important dimensions in this ability to be motivated and the relationship that he or she will have with others (Frost and Kissinger, 1976).

The Child Development Curriculum Guide, Volume II (Bulletin 1664), Louisiana State Department of Education, (pp. 325-327), describes the early development of self-esteem or self-concept. Parents play a vital role in the development of self-esteem in young children. Many of the feelings the young child expresses at school about himself or herself have been established as a result of responses by parents in the home. Because the parent is such an influential factor in the development of the child's self-esteem, the caregiver should be willing to share and discuss methods of enhancing the child's self-esteem. The following books are excellent choices for recommending to parents. They are both easy-to-read and contain vital information.

Briggs, D. Your child's self-esteem: The key to life. Garden City, New York: Doubleday, 1970.

Gordon, T. Parent effectiveness training. New York: Wyden Books, 1976.

Samuels (1977) concluded from a review of the literature that caregivers can have a very important role in enhancing the self-esteem of the children that they teach. A self-fulfilling prophecy is very much in effect which means that children will behave as others expect them to behave. Children who are accepted and treated as worthwhile individuals are most likely to become worthwhile, fulfilled individuals. Positive guidance will play an important role in the preservation of the child's sense of self-esteem. Not only can the caregiver establish policies in the classroom which will help build positive self-esteem, but they can also avoid practices which are likely to have destructive side effects.

Hendrick (1980) more specifically listed precise methods of enhancing self-esteem in young children. They are as follows:

1. Give unconditional positive regard. This is the fundamental acceptance and approval of each child in the group as a unique individual worthy of acceptance.

2. Show honest recognition and praise. Praise of children should be sincere and merited in order to be effective.

3. Give respect. Do this by avoiding humiliation in front of others, ask the child's opinion, explain the reason for a rule and abide by a child's decision when a choice has been given.

4. Help the child achieve competence. Give numerous opportunities for children to experience success, allow them to make choices when appropriate, offer creative, unstructured experiences.

Robison (1983) suggested that high self-esteem may be achieved when individualization of teaching takes place. The caregiver may begin this process by first observing the activities individual children choose most often when working with learning centers. Children tend to choose those activities which are most meaningful and most challenging to them. The caregiver then selects specific content and formulates goals for the child in the areas of high interest. Additional individualization techniques include the following:

1. Give children different materials to work with so that individual comparisons are not possible.

2. Allow time flexibility and independence in self-management.

3. Use equipment such as headsets with recorded audio-cassettes to vary the content and discourage mass pacing.

4. Schedule short planning sessions with individual children to plan projects and assess work. The use of this technique will require additional planning by the caregiver but will offer the ideal climate for the promotion of high self-esteem.

Acceptance of children can be shown by allowing children to participate in meaningful classroom activities of importance. Examples of these kinds of activities follows:

Watering the plants
Feeding the fish
Cleaning the animal cages
Washing the paint brushes
Washing tables and chairs with sponges
Painting large pasteboard boxes for dramatic play
Dictating a thank-you message
Making a snack for a friend
Picking flowers and making arrangements for the snack tables
Explaining an activity to a new child

The teacher can likewise show acceptance through the following activities:

Telephoning a sick child to show that he or she is missed
Sending get-well cards
Keeping in close touch with a family to be able to make appropriate personal comments (Example: "How is your new puppy?")

Letting parents know frequently about a child's progress
Avoiding punitive verbal or nonverbal behavior
Modeling appropriate classroom behavior:
  listening respectfully
  addressing others kindly
  making exceptions for good reasons
  using pleasant speaking tones
  creating a warm, friendly environment

(Robison, 1983)

A helper chart is one method of providing some of these classroom experiences on a daily basis.

The preschooler is beginning to understand himself or herself in the role of a male or female. This identification can be positive if the common stereotypic standards for each sex are eliminated from the environment. Models of males and females in a variety of roles and occupations will expand the child's knowledge of the possibilities for each sex. Exposure to the adult role models provided through literature is one method of helping the child develop a stronger sense of self (Samuels, 1977). Several of these are listed below.

Children's Nonsexist Books

Burton, V. L. Katy and the big snow. Boston: Houghton Mifflin, 1943. This classic is about a strong tractor named Katy who plows out a snowed-in city.

Kaufman, J. Busy people and how they do their work. Racine, WI: Golden, 1973. Beautiful pictures and text depict male and female jobs simply, accurately, and in a nonstereotypic manner. Females are shown as telephone installers, postal workers, and physicians.

Leaf, M. The story of Ferdinand. New York: Viking, 1936. This classic story is about a nonstereotypic bull who is gentle, quiet and peace loving and does not like to fight. The book is best for older children because some of the language is advanced for very young children.

Merriam, E. Mommies at work. New York: Scholastic Book Services, 1973. The book shows realistically the varying jobs that are held by women.

Preston, E. M. Temper tantrum book. New York: Viking, 1969. Using animals, the book humorously shows that expressing feelings should be all right for boys and girls.

Rockwell, H. My doctor. New York: Macmillan, 1973. A story about visiting a female doctor is simple, accurate, and well illustrated.

Simon, N. I was so mad! Chicago: Albert Whitman, 1974. This well-illustrated and simply written book is about universal feelings experienced by girls, such as sibling rivalry and school differences.

The activities listed below are specific examples of methods the caregiver may use which can serve to promote a high self-esteem in young children.

ACTIVITIES FOR PRESCHOOL CHILDREN TO PROMOTE SELF-ESTEEM

ACTIVITY	BEHAVIORAL OBJECTIVE	MATERIALS	PROCEDURE
Helper Chart	After finding his/her name on the chart, the child will perform the assigned job.	Poster board Markers Laminating film or clean contact paper Pictures depicting duties (a fish, a bell, a plant)	Prepare a helper chart for the classroom. Include such classroom responsibilities as feeding fish, watering plants, holding door, ringing bell....
My Body	After the child's body outline has been cut out, the child will draw facial features and clothing by using crayons or markers.	Long roll of butcher paper Crayons Scissors	Have children lie down on butcher paper. Trace around their bodies.Allow them to color in their clothing and facial features.
Field Trip	After visiting a child's parent at work,the child will be able to tell two things the parent does at work.	Student Handout #25 may be helpful in providing suggestions for field trips.	Take a field trip to visit children's parents at their place of work. Have the parents describe what they do at their job.

(Adapted from Hendrick, 1980)

ACTIVITIES FOR THE SCHOOL-AGED CHILD TO PROMOTE SELF-ESTEEM

ACTIVITY	BEHAVIORAL OBJECTIVE	MATERIALS	PROCEDURE
Helping in another classroom	After being given instructions, the child will perform the assigned tasks in another classroom.	None	Give responsible school-age children opportunities to provide supervised assistance to caregivers in classrooms with younger children. The school-aged child could read to younger children, assist on a field trip, or help with feeding responsibilities.
A Book About Me	After being given the materials, the child will construct his/her own book by including things about himself or herself.	Construction paper Magazines Glue Scissors Markers Crayons Stapler or yarn to attach pages together	Give children plenty of supplies to make a booklet describing themselves. They can draw pictures of themselves and their family members, tell about their favorite things, what they want to become when they grow up, etc. Let the children use magazine pictures to illustrate their booklets.

REFERENCES

Child development curriculum guide, Volume II (Bulletin 1664). Louisiana State Department of Education, 1982.

Frost, J. L. and Kissinger, J. B. The young child and the educative process. New York: Holt, Rinehart and Winston, 1976.

Hendrick, J. The whole child: New trends in early education. St. Louis: C. V. Mosby, 1980.

Robison, H. F. Exploring teaching in early childhood education. Boston: Allyn and Bacon, 1983.

Samuels, S. C. Enhancing self-concept in early childhood: Theory and practice. New York: Human Sciences Press, 1977.

SUGGESTED READINGS

Briggs, D. C. Your child's self-esteem: The key to life. Garden City, New York: Doubleday, 1970.

Doubleday & Company, Inc.
245 Park Ave.
New York, NY 10017

How self-esteem influences the child throughout life. Excellent recommended reading for parents.

Coopersmith, S. The antecedents of self-esteem. San Francisco: W. H. Freeman, 1967.

W. H. Freeman and Company
41 Madison Ave., 37th St.
New York, NY 10010

A classic study that seeks to identify the factors within the family that influence self-esteem either positively or negatively. Too difficult for student use but useful for teachers.

LEARNING ACTIVITIES

1. Title: Helper Chart

   Description: Acceptance of children can be shown by allowing children to participate in meaningful classroom activities of importance.

Directions: Have students create their own helper chart. Include such activities as watering the plants, feeding the fish, cleaning the animal cages, washing the paint brushes, washing tables and chairs, and making a snack for a friend.

Materials Needed: poster board, markers, scissors

2. Title: Prepare cards for card file

Description: Using the format below, prepare three cards that describe activities that will enhance a child's self-esteem.

1. Curricular Area:

2. Title of Activity:

3. Objective(s):

4. Concept(s):

5. Materials Needed:

6. Description of Experience:

7. Reference(s):

3. Title: Interview

Description: Because the parent is such an influential factor in the development of the child's self-esteem the caregiver should be willing to share and discuss this topic with parents.

Directions: Have students interview parents of young children. Ask them two questions and discuss the answers in class.

1. How important is your role as a parent in helping develop the self-esteem of your child? (Be prepared to define the term self-esteem.)
2. Give examples of how you help build a positive self-esteem in your child.

VOCABULARY

1. Self-esteem--A child's own judgment of how worthy he or she is.

2. Self-fulfilling prophecy--Children will behave as others expect them to behave.

INSTRUCTIONAL AIDS

1. Title: Word Search

Directions: Have students complete the word search game in Student Handout #30. After the students have had time to find the words, give them time to come up with meanings of the words or how the word relates to self-esteem. Discuss in class.

Materials Needed: Student Handout #30

2. Title: Poster

Directions: After an observation of children have students help make a class poster. Use a large piece of poster board and draw a line down the middle. Label one sigh "High" and the other side "Low." Let students name feelings of young children that result in high or low self-esteem. (Examples: Feelings of shame, distrust or non acceptance can produce low self-esteem. Feelings of accomplishment and self-worth can produce high self-esteem.)

Materials Needed: poster board, markers

EVALUATION

Title: Written Test

Description: Use the following questions as a basis for evaluation.

Directions: Answer the following questions using information given in the unit.

1. What is self-esteem?

   Self-esteem is a child's own judgment of how worthy he or she is.

2. How does a child communicate his/her self-esteem to others?

   By overt behavior, language, body language and the manner in which he or she approaches or responds to other people or objects.

3. How do parents play an important role in the development of a child's self-esteem?

   Many of the feelings the young child expresses at school about himself or herself have been established as a result of responses by parents in the home.

4. Describe the self-fulfilling prophecy.

   This means that children will behave as others expect them to behave. Children who are accepted and treated as worthwhile individuals are most likely to become worthwhile, fulfilled individuals.

5. List Hendrick's four methods of enhancing self-esteem.

   1. **Give unconditional positive regard.**
   2. **Show honest recognition and praise.**
   3. **Give respect.**
   4. **Help the child achieve competence.**

6. Identify four individualization techniques.

    1. **Give children different materials to work with so that individual comparisons are not possible.**
    2. **Allow time flexibility and independence in self-management.**
    3. **Use equipment such as headsets with recorded audio-cassettes to vary the content and discourage mass pacing.**
    4. **Schedule short planning sessions with individual children to plan projects and assess work.**

7. List five meaningful classroom activities in which children can participate that will allow them to feel accepted and important.

    1. **Watering the plants**
    2. **Feeding the fish**
    3. **Washing paint brushes**
    4. **Washing tables and chairs**
    5. **Cleaning animal cages**

8. List five ways the teacher can show acceptance to the children.

    1. **Telephone a sick child.**
    2. **Listen respectfully.**
    3. **Address others kindly.**
    4. **Use pleasant speaking tones.**
    5. **Make exceptions for good reasons.**

9. Explain how the caregiver can help children experience positive sex-role identification in the classroom.

    The caregiver can eliminate common stereotypic standards from the environment. Models of males and females in a variety of roles and occupations will expand the child's knowledge of each sex. Also, exposure to the adult role models provided through literature is one method of helping the child develop a stronger sense of self.

10. Name and describe one activity for the preschool child and one for the school-aged child that promotes self-esteem.

    Preschool

My Body	**Have children lie down on butcher paper. Trace around their bodies. Allow them to color in their clothing and facial features.**

School-Age

A Book About Me	**Give children plenty of supplies to make a booklet describing themselves, their family, their likes and dislikes, etc.**

In the following questions indicate whether the statement or situation would promote high self-esteem or low self-esteem by putting an H-high and L-low in the blanks.

(H) 11. "I know how you feel John. It is hard for you. But I think we can work it out."

(L) 12. "Good boys don't kick. People don't like you when you kick."

(L) 13. "If you can't paint better than that, you need to leave the easel."

(H) 14. "You did a good job of cleaning the tables. Thank you."

(H) 15. "You are a good friend to help Sue when she hurt herself."

Indicate whether the following statements are true or false by writing "TRUE" or "FALSE" in the blanks.

(FALSE) 16. Praising children has no effect on their self-esteem.

(FALSE) 17. Children should complete the same activities with the same materials so you can measure progress.

(TRUE) 18. Effective communication between the caregiver and the parent is essential to recognize progress.

(FALSE) 19. It is important that the caregiver show males and females in their stereotypic roles so the children won't be confused.

(TRUE) 20. Literature is one way of providing role models for children to identify with.

Student Handout #30

Self-esteem Word Search Game

Directions: Locate words listed at bottom of page in the puzzle and circle them.

e s t o v r a h g p r a i s e k m i n o v e
m i u d x b d e f r i g s t o r t y s c x d
o o m s g i j v c e g i k m o q s t u w y a
t r t h v d c r x t w r c a p l v i x r o t
i n d i v i d u a l i z a t i o n l j l o m
o f a r v s e o m r o p d f g h i i t o m l
n h c d f a u r a m b o t r m o r b x u b h
a o c j k o t q s u w y a c e f h i k l s o
l r e t u r o i x c e f j r s o e x p s u r
d u p v c k j p o s i t i v e q c e w o c t
e p t r w x o i u n z j e l l b m l e w o p
v s a u q d t x b a i c x p f k l f w p u z
e a n k z r w o t c b m q e e o t w b c v m
l b c s s y i p t r v m w r s z t y q o i r
o d e v t q o k m c x y r p t o w k l e a s
p u n i s h m e n t w x s o e h g x c e k c
m f n w q m w i p c y x o p e g k q e x z p
e o r s i p s w r q l c r u m w x p l r r h
n r a x e p l i w v o p e l c x q h r t k j
t i n d e p e n d e n c e q o l m k w e c v

1. self-esteem
2. acceptance
3. emotional development
4. individualization
5. independence
6. positive
7. punishment
8. praise
9. flexibility
10. motivation

Student Handout #30

Self-esteem Word Search Game

KEY

```
e s t o v r a h g p r a i s e k m i n o v e
m i u d x b d e f r i g s t o r t y s c x d
o o m s g i j v c e g i k m o q s t u w y a
t r t h v d c r x t w r c a p l v i x r o t
i n d i v i d u a l i z a t i o n l j l o m
o f a r v s e o m r o p d f g h i i t o m l
n h c d f a u r a m b o t r m o r b x u b h
a o c j k o t q s u w y a c e f h i k l s o
l r e t u r o i x c e f j r s o e x p s u r
d u p v c k j p o s i t i v e q c e w o c t
e p t r w x o i u n z j e l l b m l e w o p
v s a u q d t x b a i c x p f k l f w p u z
e a n k z r w o t c b m q e e o t w b c v m
l b c s s y i p t r v m w r s z t y q o i r
o d e v t q o k m c x y r p t o w k l e a s
p u n i s h m e n t w x s o e h g x c e k c
m f n w q m w i p c y x o p e g k q e x z p
e o r s i p s w r q l c r u m w x p l r r h
n r a x e p l i w v o p e l c x q h r t k j
t i n d e p e n d e n c e q o l m k w e c v
```

1. self-esteem
2. acceptance
3. emotional development
4. individualization
5. independence
6. positive
7. punishment
8. praise
9. flexibility
10. motivation

UNIT: Social and Emotional Development

CONCEPT: Development of Social Competence

GENERALIZATIONS

1. Effective socialization aids children in becoming cooperating, contributing, and responsible members of a group.
2. The social behavior of children at the preschool age should be reviewed before formulating social goals for young children.
3. The caregiver presents positive social patterns by direct modeling of the behaviors desired.
4. The primary goal for learning social competence is enabling children to function effectively in a social world.

PERFORMANCE OBJECTIVES

Upon completion of this unit the student will be able to:

1. Identify the reasons for including social competence goals in a preschool program.
2. Demonstrate the appropriate modeling patterns for promoting positive social behaviors in young children.
3. Identify the common forms of social behaviors in preschool children.
4. Plan experiences for young children that enable them to become contributing and responsible members of a group.

OUTLINE

I. The Socialization Process

   A. Common Social Behavior

   B. Goals for Social Development

II. Developing Prosocial Behavior

III. The Role of Dramatic Play in Socialization

REVIEW OF SELECTED LITERATURE

Socialization is the developmental process children experience in learning to adapt to the world around them. Through effective socialization children will receive recognition as cooperating, contributing, and responsible members of the group (Draper and Draper, 1975). Although the home is profoundly influential in this area, the caregiver can make a most valuable contribution to social development (Hendrick, 1980). Before formulating social goals for young children, it is helpful to review the social behaviors of children at the preschool age.

The common forms of social behavior in preschool children are described in the Child Development Curriculum Guide, Volume II (Bulletin 1664), Louisiana State Department of Education:

1. Negativism
2. Aggression
3. Quarreling
4. Teasing
5. Rivalry
6. Cooperation
7. Ascendant Behavior
8. Generosity
9. Social Approval
10. Sympathy
11. Dependency
12. Friendliness

The caregiver has the responsibility of giving children many opportunities to display positive social behaviors and attitudes. Direct modeling of the behaviors desired will give children valuable observations of these positive behaviors.

The primary goal for social competency is effective functioning in a social world. The task of becoming socialized is a difficult and challenging one for the preschool child. Hendrick (1980) developed goals to assist the caregiver in focusing on important aspects of social growth:

1. Help children learn to be generous and able to share equipment, experiences, and people with others.

2. Help children develop empathy.
3. Help children learn that it feels good to help others.
4. Teach children that everyone at school has rights and that these rights are respected by all.
5. Emphasize the value of cooperation and compromise rather than stressing competition and winning.
6. Help children discover the pleasures of friendship.
7. Stress perspective-taking skills

According to current research literature the caregiver can be instrumental in providing conditions which will facilitate prosocial behavior in young children. Honig (1982) defined prosocial behavior as a helping act in which the helper's primary intention is to provide positive consequences for another person. These acts include empathy, expressing concern, comforting, helping, rescuing, defending and more. Prosocial behaviors are more likely to be fostered by the following factors:

1. Contacting a nurturing, individually attentive adult on a consistent basis.
2. Providing opportunities to identify the feelings of each child whether he or she be happy, distressed, fearful or angry.
3. Encouraging children to consider the consequences of their actions.
4. Modeling of helping, concerned, altruistic behaviors with orally explicit descriptions of the needs to be met and how the helpful actions increase the other individual's feelings of well-being.
5. Calling attention to opportunities for children to respond to real victims in situations of distress or misfortune in which the child can offer sympathy and actively participate in helping.
6. Encouraging thinking of possible alternative ideas about how to resolve distressing or conflicting situations through altruistic rather than forceful means (Honig, 1982).

Dramatic play has many benefits for young children when incorporated into the experiences of preschoolers. This kind of play gives children the opportunity to practice important cognitive, social, and emotional skills. As children take on new roles there is increased oral communication and extensive social interaction. Children learn to be flexible and adapt to the views of others and to express a wide range of thoughts and feelings.

In planning a program that includes dramatic play several aspects of the play must be considered. Long blocks of uninterrupted play are needed so that children will have adequate amounts of time to plan and carry out play activities. A separate pretend room or area may stimulate a higher level of play because of the reduction of distractions.

The housekeeping and block building centers are among the areas in which dramatic play is most likely to occur. Outdoor settings can also offer extremely rich potentials for dramatic play. The effective use of props in the dramatic play area will create an enriching experience for the children involved (Griffing, 1983). A variety of props and their uses are described in the section of this guide entitled "Social Studies."

Children's literature can be another useful medium for the presentation and study of social situations. The following list provides several children's books useful in this area.

Children's Books on Relationships with Peers

Anglund, J. W. A friend is someone who likes you. New York: Harcourt Brace Jovanovich, 1958. This book captures the good feelings in having friends.

Cohen, M. Best friends. New York: Macmillan, 1971. The book describes a typical experience of children who reject one another and then become friends again.

Cohen, M. Will I have a friend? New York: Collier Books, 1967. The story is about a little boy who feels insecure about whether he will have friends at the beginning of his first day at school. He becomes more secure as he makes many friends during the day.

Lionni, L. Little blue and little yellow. New York: Astor-Honor, 1959. The joy of friendship is creatively depicted by the use of the colors blue and yellow.

Udry, J. M. Let's be enemies. New York: Harper & Row, 1961. The simple story tells about the realities involved in having friends.

Zolotow, C. My friend John. New York: Harper & Row, 1968. The book perceptively talks about the affection and secrets good friends share with one another.

REFERENCES

Child development curriculum guide, Volume II (Bulletin 1664). Louisiana State Department of Education, 1982.

Draper, H. E. and Draper, M. W. *Caring for children*. Peoria, Illinois: Charles A. Bennett, 1979.

Griffing, P. Encouraging dramatic play in early childhood. *Young Children*, 1983, 30 (2), 13-22.

Hendrick, J. *The whole child: New trends in early education*. St. Louis: C. V. Mosby, 1980.

Honig, A. S. Prosocial development in children. *Young Children*, 1982, 37 (5), 51-62.

LEARNING ACTIVITIES

1. Title: Construct a Prop Box

   Description: Dramatic play has many benefits for young children when incorporated into the experiences preschoolers participate in.

   Directions: Choose a topic or setting such as "Beauty Shop" and collect props for the children to use in the dramatic play area. Put all the props for a certain setting in one cardboard box and label it. This is a good way to organize materials. You will find a list of suggested themes and props in the "Social Studies" unit of this guide.

   Materials: large cardboard boxes, props

2. Title: Scrapbook

   Description: The caregiver has the responsibility of giving children many opportunities to display positive social behaviors and attitudes.

   Directions: Have students choose six of the 12 common forms of social behavior as the subjects of a scrapbook. For each behavior give examples, ways to encourage or discourage this behavior, and what part it plays in the child's social development. To make it like a scrapbook have students include magazine pictures or photographs of children exhibiting this behavior along with a description of the picture.

   Materials: magazines, construction paper, glue, children's pictures

3. Title: Observation Report

   Description: The caregiver has the responsibility of giving children many opportunities to display positive social behaviors and attitudes. Therefore it is important that the caregiver be able to recognize these behaviors.

   Directions: Have students observe what goes on in a child care center while the children interact in the dramatic play area. Make notes of positive and negative comments and behaviors. List other effective ways the caregiver might respond. Discuss the value of the positive responses.

4. Title: Word Search

   Description: The word search game will aid the students in becoming familiar with the terms of this unit.

   Directions: Using Student Handout #31, circle the hidden words.

   Materials: copies of Student Handout #31

VOCABULARY

1. Altruistic--Display of love and caring attitude for others.
2. Socialization--The developmental process children experience in learning to adapt to the world around them.
3. Modeling--Teaching by means of providing an example.
4. Prosocial behavior--A helping act in which the helper's primary intention is to provide positive consequences for another person.

INSTRUCTIONAL AIDS

1. Title: Bulletin Board

   Description: It is important for the caregiver to recognize the 12 common forms of social behaviors.

   Directions: Have students make a bulletin board illustrating the 12 common social behaviors. You may have them divided into groups of positive and negative behaviors. The students could use some of the pictures from their scrapbooks to share with the class and then display on the bulletin board.

2. Title: Filmstrip

Description: Play helps children develop perceptual, motor and social skills.

Directions: Order the filmstrip "The Importance of Play" which is included in the series "Day Care Training Curriculum" ($35.00) from:

Meridian Education Corporation
Library Filmstrip Center
608 E. Locust Street
Bloomington, IL 61701

Show the filmstrip and then follow with activities or checklists suggested in the study guide.

3. Title: Checklist

Description: The primary goal for social competence is that of getting along in a social world. The goals listed on this checklist were developed by Hendrick and will help the caregiver in focusing on important aspects of social growth.

Directions: Use the checklist in Student Handout #32 as a guide for observation. As students observe teachers they can check off these items to determine if they are promoting social competence. Later on, when the student is working in a child care center, he or she may use it as a self-evaluation.

4. Title: Book Display

Description: The list of children's books on relationships with peers provides resources for a book display.

Directions: Display as many of the books on the list as possible. Read one or more of the books to the class as a demonstration.

EVALUATION

Title: Written test

Description: The following questions may be used as a basis for evaluation.

Directions: Answer the following questions as completely as possible using material from the unit.

1. Define socialization.

   It is the developmental process children experience in learning to adapt to the world around them.

2. Hendrick stated seven goals for encouraging social competence, list five of them (in your own words).

   1. **Help children learn to be generous and able to share equipment, experiences, and people with others.**
   2. **Help children develop empathy.**
   3. **Help the child learn that it feels good to help others.**
   4. **Teach children that everyone at school has rights and that these rights are respected by all.**
   5. **Emphasize the value of cooperating and compromise rather than stressing competition and winning.**
   6. **Help children discover the pleasures of friendship.**
   7. **Stress perspective-taking skills.**

   (Students may give any five of the seven.)

3. You have just started work in a child care center and you are going to organize a dramatic play area. How will you do it? What guidelines will you follow?

   First of all, you need to plan for long, uninterrupted periods of play so that children will have adequate amounts of time to plan and carry out play activities. You may designate a certain special area for dramatic play. This may stimulate a higher level of play because of **the reduction of distractions. Also, organizing prop boxes according to themes is very helpful.**

4. Put a "P" in the blank beside each example of prosocial behavior.

(P) Susan falls on the playground and begins to cry. Mary runs over and helps her off the ground and calls the teacher to see what's wrong.

(P) Brad is playing with a truck when suddenly Joey grabs it from him. Seeing that Brad is very sad Jennifer brings the truck she was playing with and offers it to Brad.

_____ The caregiver isolates Danny from the group because of misbehavior. Heather goes over to Danny and asks him why he has to "sit out."

(P) Karen is sitting in the housekeeping center crying and no one knows why. John comes over to her and puts his arm around her and says "It will be all right."

_____ Melissa goes to tell Mrs. Andrews that Shelley fell off the swing and is being a crybaby about it.

5. List five things that could be included in a curriculum to promote prosocial behavior and tell why it would promote prosocial behavior.

   1. **Include consistent contacts with nurturing, individually attentive adults.**
   2. **Provide opportunities to identify the feelings of each child.**
   3. **Help children to understand the consequences of their actions.**
   4. **Model behavior that is helping, concerned, and altruistic and give oral descriptions of the needs to be met and how the helpful actions increase the other individual's feelings of well-being.**
   5. **Call attention to opportunities for children to respond to real victims of distress or misfortune.**

   (Reasons for each will vary.)

6. Indicate whether the following statements are true or false by writing "TRUE" or "FALSE" in the blanks beside the questions.

(TRUE) 1. Socialization is a developmental process.

(FALSE) 2. The home is the most influential factor in a child's socialization, therefore, the caregiver does not make much contribution in this area.

(FALSE) 3. The caregiver should formulate social goals for young children and then review the social behaviors of preschool-aged children.

(TRUE) 4. The primary goal of social competence is that of getting along in a social world.

(FALSE) 5. Dramatic play does not affect a child's cognitive skills.

(FALSE) 6. When planning a program that includes dramatic play, the caregiver should plan short periods of play so children will not become bored.

(TRUE) 7. Children's literature presents accurate accounts of social situations.

7. Match the correct word with the appropriate phrase and put the corresponding letter in the blank.

(E) 1. Gives children valuable observations of positive behaviors that are desired by the caregiver.
(C) 2. A helping act where the helper's primary intention is to provide positive consequences for another person
(B) 3. Gives children the opportunity to practice important cognitive, social, and emotional skills
(A) 4. A developmental process children experience in learning to adapt to the world around them
(D) 5. A useful medium for the presentation and study of social situations

A. Socialization
B. Dramatic Play
C. Prosocial Behavior
D. Children's Literature
E. Direct Modeling

Student Handout #31

Developing Social Competence Word Search

Directions: Locate words listed at bottom of the page in the puzzle and circle them.

d e p e n d e n c y e s t m n o u r a v a l r y
u i c e l m t o b e o r s m a l t v a r t k p q
a l r e s p o n s i b l e g a m e y o l k z a t
e c t e c r p n a m e o f p s c g o a l s z m e
m r s o c i a l c o m p e t e n c e s t o n e a
p s o r c t s e s m t i m z i n g s t o p m e s
a m c s t a m m n o a p r e a t i o z a q r s i
t z i c e c o o p e r a t i o n s e e y u r a n
h o a z m s a d d a r m e i z u c a n a p y z g
y z l r a t t l a e r v x z a r u r z m a p p l
e a i f o r k s s a l i n g r t z a l n v r s z
a t z c s a l z m r s i z l o u s g n i l e e f
a k a t i o n a t r g e n e r r s i t y x c r e
l i t e r a t u r e g o g g z i r l a v i r o i
a s i z a l m t o m m o r e a n z q a m z a l r
m s o c i a l b e h a v i o r g g g r e s s i o
g e n e a g g r e s s i o n v a m r s t a l v s
r o i v a h e b l a i c o s o r p m a y q v a l
g e n e r o s i t y d a b w e a r e h o w m c a
s t a m p e d e s t v a b y r l a v i r s m a k

direct modeling
cooperation
rivalry
prosocial behavior
socialization
social competence
feelings
literature
social behavior
aggression
teasing
generosity
dependency
responsible
goals
nurturing
empathy

Student Handout #31

Developing Social Competence Word Search

Key

```
d e p e n d e n c y e s t m n o u r a v a l r y
u i c e l m t o b e o r s m a l t v a r t k p q
a l r e s p o n s i b l e g a m e y o l k z a t
e c t e c r p n a m e o f p s c g o a l s z m e
m r s o c i a l c o m p e t e n c e s t o n e a
p s o r c t s e s m t i m z i n g s t o p m e s
a m c s t a m m n o a p r e a t i o z a q r s i
t z i c e c o o p e r a t i o n s e e y u r a n
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a s i z a l m t o m m o r e a n z q a m z a l r
m s o c i a l b e h a v i o r g g g r e s s i o
g e n e a g g r e s s i o n v a m r s t a l v s
r o i v a h e b l a i c o s o r p m a y q v a l
g e n e r o s i t y d a b w e a r e h o w m c a
s t a m p e d e s t v a b y r l a v i r s m a k
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direct modeling
cooperation
rivalry
prosocial behavior
socialization
social competence
feelings
literature
social behavior
aggression
teasing
generosity
dependency
responsible
goals
nurturing
empathy

Student Handout #32

Goals for Social Competence

1. Does the caregiver help children learn to be generous and able to share equipment, experiences, and people with others?
2. Does the caregiver help children develop empathy?
3. Does the caregiver help children learn that it feels good to help others?
4. Does the caregiver teach children that everyone at school has rights and that these rights are respected by all?
5. Does the caregiver emphasize the value of cooperation and compromise rather than stressing competition and winning?
6. Does the caregiver help children discover the pleasure of friendship?

CHILD CARE

UNIT: GUIDANCE

SUGGESTED TIME: TWO WEEKS

UNIT: Guidance

CONCEPT: Indirect Guidance

GENERALIZATIONS

1. Indirect guidance of children's behavior involves the management of space, equipment, and materials.
2. The success of a group activity for young children may be related to the individual group size.
3. Boredom is one of the major causes of misbehavior.
4. Establishing limits may be necessary to prevent dangerous acts and to help children learn the difference between appropriate and inappropriate behavior.

PERFORMANCE OBJECTIVES

1. Show the appropriate management of space, equipment and materials to best promote indirect guidance.
2. Identify the appropriate number of children that should participate in an area at one time.
3. Outline a varied curriculum which is appropriate to the ages and experience of the children and will prevent boredom.
4. Use the guidelines and suggestions for establishing limits to identify limits appropriate for a preschool classroom.

OUTLINE

I. Guidance
   A. Indirect
   B. Direct
II. Indirect Guidance Techniques
   A. Program Arrangement
   B. Observation Guidelines
   C. Teacher-Child Relationships
   D. Establishment of Rules

REVIEW OF SELECTED LITERATURE

The term guidance is defined in the Child Development Curriculum Guide, Volume II (Bulletin 1664), Louisiana State Department of Education, (p. 313), as a means to help others toward some goal. It involves both nurturing and disciplining with the goal being a self-guiding and self-directing individual. Guidance may be further subdivided into the two categories of indirect guidance and direct guidance. Direct guidance will be explored in the section which follows.

Indirect guidance influences the child's behavior through management of space, equipment, and materials and the people in the environment. Many guidance problems can be prevented through careful planning of these specific aspects of the child's environment. This "behind-the-scenes" work and planning will eventually result in self-directed young children (Hildebrand, 1985).

Hildebrand (1985) goes further to specifically describe indirect guidance techniques. These are listed as follows:

1. Balance the number of children and the age and sex composition of the group with the number and experience of the teaching staff. Federal licensing regulations recommend the following staff/child ratios:

Age of Child	Staff
0 to 2	1 adult to 4 children
2 to 3	1 adult to 5 children
3 to 5	1 adult to 10 children

   It is also recommended that individual group size remain relatively small. Large numbers of children in a single group can prove to be excessively stimulating and fatiguing to one another.

2. Plan a schedule or sequence of events to suit the pace of the children. A scheduled sequence of events that is followed regularly with only minor changes gives children security and the knowledge of what to expect. Examples of program schedules are located in Student Handouts #33 and #34.

3. Arrange classroom space so that there are clues as to the appropriate behavior for that space. Children should be able to tell whether a space is for noisy play, solitary or group play, or active or passive play. Limits can be placed upon the number of children in each learning center by use of population cards which denote the number which may occupy a center (Student Handout #35).

It is also important that children have a space they can call their own. This personal space may be a special locker or cubby with the child's name or picture in a prominent place and his or her personal possessions (change of clothing, painting smock, etc.) stored within.

4. Plan a rich and varied curriculum appropriate to the ages and experience of the children. Boredom is one of the major causes of misbehavior. Experiences should be challenging and exciting.

5. Arrange activities in an interesting way that invites participation. Having materials out and ready to go will stimulate children to become involved with little teacher direction.

6. Arrange materials and equipment so children can use them safely and with minimum help. Two examples of this technique are allowing children to prepare their own snack by following single portion instruction cards and having a single-speed record player and a variety of records which they can operate for themselves in a music or listening center.

7. Store materials children should not use out of sight. Keep dangerous materials out of the classroom.

8. Arrange storage for toys and supplies near the area of expected use and near a surface appropriate to their use. An example is the storage of scratch paper, blunt scissors, chunky crayons,and pencils on a low shelf adjacent to a child-sized table. This arrangement invites the child to work with the materials at the table.

9. Equip the room and yard with sufficient play spaces for the number of children in the group. An example of number of play spaces is as follows:

Equipment	Number of Play Spaces
Painting easel	2
Housekeeping center (Restaurant Props)	4
Puzzles	2
Block center	4
Listening center ("Peter and the Wolf")	2
Sciencing activity (Color Mix)	2
Collage	4
Playdough	4
Total =	24

There should be 50 percent more spaces than children in order to provide freedom of choice and exciting alternatives. The above example would be suitable for a program with 16 children.

10. Arrange learning centers so that the number of seats available suggest the number of children appropriate at a given time. Greater satisfaction can come from keeping a manageable number and repeating the activity.

11. Confer with parents to develop a fuller understanding of the child's total experience and to gain assistance in deciding on guidance strategies. When parents and teachers decide on appropriate limits which will be enforced both at home and at school, the child will be faced with consistent expectations.

12. Observe children when other adults can be responsible for them in order to gain basic information about each child's behavior and needs. When specific problems develop with individual children, this technique will prove very helpful.

Conger and Rose (1979) developed specific guidelines for caregivers to use when observing children (Figure #25). They are as follows:

1. Observe without being obvious.
2. Treat all observational material as confidential.
3. Record the date, place, time, situation and activity accurately to make the observation meaningful, whether recording a specific instance or giving a summary of what you have observed concerning a child.
4. Give your name or initials to show who did the recording.
5. Describe the child's behavior with words that tell how the child acts, rather than a judgment on your part.
6. At the end of the descriptive record, a paragraph marked "opinion" is the appropriate place to record judgments about the behavior and why it occurs.

Not only are program arrangements important as indirect guidance techniques, but also the basic caregiver-child relationship is an important aspect of indirect guidance. How caregivers respond to the children they work with lays a foundation for trust when direct guidance techniques are needed. Day (1975) offered a checklist for evaluating a good learning environment and began with this relationship. The questions can be asked by the caregiver (Student Handout #36).

Another indirect guidance technique involves the establishment of a few simple, clearly stated classroom rules or limits. Limits prevent dangerous acts and help children learn the difference between appropriate and inappropriate behavior. When considering the use of a limit, Draper and Draper (1979) suggested asking the following questions:

1. Is the limit necessary?
2. How does the limit contribute to the child's well-being and safety?
3. Is the limit needed for the well-being and safety of others?
4. Will the limit allow the child to continue experimenting and learning through exploration?
5. Is the limit for the child's benefit or the caregiver's convenience?

6. Is the limit still useful for the child's age level or has it been outgrown?

7. How can the limit be explained to the child?

8. Can the child help set the limit?

In setting and enforcing limits, the following guidelines are helpful to follow:

1. Put the child's wishes into words: "You would like to spray John with the water."

2. State the limits positively and clearly: "But our rule is that water stays in the water table."

3. Help the child express unhappy feelings: "I can see that you are unhappy that you had to give up your turn at the water table."

4. Tell the child what can be done to fulfill his or her wish to return to the activity: "In five minutes you may have another turn at the water table if you remember the rules." (Draper and Draper, 1979)

Consistent use of indirect guidance principles will very often result in happy, self-disciplined children. The classroom will be the arena for learning, socializing,and having fun, rather than a constant testing ground. The caregiver will ultimately feel that he or she is making a real difference in the lives of the children served.

REFERENCES

Child development curriculum guide, Volume II (Bulletin 1664). Louisiana State Department of Education, 1982.

Conger, F. S. and Rose, I. B. Child care aide skills. New York: McGraw-Hill, 1979.

Day, B. Open learning in early childhood. New York: Macmillan Publishing, 1975.

Draper, M. W. and Draper, H. E. Caring for children. Peoria, Illinois: Charles A. Bennett, 1979.

Hildebrand, V. Guiding young children. New York: Macmillan Publishing, 1985.

SUGGESTED READINGS

Cherry, C. Think of something quiet: A guide to serenity in the classroom. Belmont, California: Pitman Learning, 1981.

Pitman Learning, Inc.
P. O. Box 741-B174
Belmont, CA 94002

Describes the establishment of a humanistic program built around an environment and curriculum geared toward the reduction of stress in young children.

Hildebrand, V. Guiding young children. New York: Macmillan Publishing, 1980.

Macmillan Publishing Company
866 Third Avenue
New York, NY 10022

A comprehensive textbook on the topic of guidance. Discusses guiding children through toileting, eating, sleeping, dressing and during activities in each of the curricular areas.

Miller, C. S. Building self-control: Discipline for young children. Young Children, 1984, 40 (1), 15-19.

NAEYC
1834 Connecticut Avenue, N.W.
Washington, D. C. 20009

An excellent, well-written article to share with caregivers and parents. Includes a number of indirect guidance techniques. Permission to reprint can be secured by writing NAEYC.

LEARNING ACTIVITIES

1. Title: Panel Discussion

   Description: Arrange for a panel discussion of methods for disciplining young children. Invite one or two preschool teachers, a mother of a young child, and a father of a young child to be on the panel. Among items in the discussion include the following points:

   A. How can a parent discipline a child without causing resentful feelings?

   B. How does self-discipline grow from parental training?

   Make sure students have prepared specific questions to ask the panel ahead of time.

2. Title: Observe Caregiver's Guidance Techniques

   Description: The goal of positive guidance is to help young children learn what is acceptable behavior and what is not, so they will choose acceptable behavior on their own (or develop self discipline). Observing guidance techniques used by a caregiver will give students a chance to learn more about children and how guidance contributes to their overall development and growth. Provide students with Student Handout #37 as a guide for observing indirect positive guidance.

3. Title: Role Playing

   Description: Role playing certain situations will help students develop an understanding of children's behavior and help them arrive at a solution to the problem. Using some of the situations described on the student's observation guide in Learning Activity #2, allow students to act out the scene and the solutions to the behavior problems.

4. Title: Population Cards

   Description: A population card is a card with a numeral on it which is placed in a learning center to denote how many children may occupy that center at one time. Have students make a group of population cards that indicate how many children may be in one area. Use Student Handout #35 as a guide.

   Materials Needed: poster board, markers, laminating film

VOCABULARY

1. Guidance--A means to help others toward some goal.
2. Indirect guidance--Influences a child's behavior through management of space, equipment, and materials and the people in the environment.

INSTRUCTIONAL AIDS

1. Title: Transparency

Description: Use the transparency "A Checklist for Evaluating a Good Learning Environment for Young Children" to aid in discussion of the subject (Student Handout #36).

Materials Needed: transparency, overhead projector

2. Title: Chart

Description: Figure #26 is a chart that the students may use as a reference for the appropriate staff-child ratio and an example of the number of children that can play safely in an area.

EVALUATION

Title: Test

Description: The following questions may be used as a basis for evaluating student progress.
Indicate whether the statements are true or false by putting a "TRUE" or "FALSE" in the blank.

(FALSE) 1. Planning of the curriculum does not affect guidance.

(TRUE) 2. Management of space, equipment, and materials is related to the success of positive guidance of young children.

(FALSE) 3. The larger the number of children in a single group, the more stimulating; therefore, there will be fewer guidance problems.

(TRUE) 4. One method of reducing the chance of guidance problems in a group is to balance the number of children and the age and sex of the children in that group.

(FALSE) 5. A schedule that is followed regularly with only minor changes causes the children to be bored and therefore increases guidance problems.

(FALSE) 6. Limits should not be placed on the number of children allowed in a play area because it limits their freedom of choice.

(TRUE) 7. Boredom is one of the major causes of misbehavior.

(TRUE) 8. The caregiver should arrange materials and equipment so that children can use them with little or no direction.

(TRUE) 9. The caregiver should arrange for storage of toys and supplies near the area of expected use and near a surface appropriate for their use.

(FALSE) 10. When planning the number of children that can be allowed at each activity, make sure you have the same amount of spaces as you do children.

In the following questions choose the best answer and write it in the blank.

(C) 11. It is the first day of school. Mary's mother has just brought her to the nursery school. At the teacher's approach, Mary, who is three, clings to her mother. She is an only child and has not had much experience with other children or being away from her mother. The teacher should:

A. suggest to Mary's mother that she say goodbye and leave, assuring her that Mary will soon be all right.
B. take Mary's hand and invite her to join in.
C. smile at Mary and ask Mary's mother to sit in a chair near where the children are playing.

(C) 12. Three children are walking up a steeply inclined board and climbing onto the jungle gym. Three other children are playing in the sandbox nearby. The teacher who is supervising the play yard should stand:

A. close to the children on the inclined board.
B. close to the sandbox.
C. halfway between the two groups.

(D) 13. When considering the composition of a group of young children the following factors should be considered:

A. the age of children
B. the sex of children
C. number and experience of the teaching staff
D. all of the above

(A) 14. There should be ____________ total spaces in activities for children as compared with the total number of children.

A. 50% more
B. 50% less
C. the same amount of
D. 20% more

(B) 15. Conger and Rose developed specific guidelines for caregivers to use when observing children. Choose the statement below that is not true.

A. Observe without being obvious.
B. Describe the child's behavior judging him or her by your opinions and your experience.
C. Give your name or initials to show who did the recording.
D. Treat all observational material as confidential.

16. Three children are riding in a rocking boat. Tom walks up and asks to join. The population card indicates four, but the other children say there is not room. How could the caregiver guide the children in this situation?

The caregiver could walk over to the boat, place a hand on the boat where there is room, and say, "Here is a spot for Tom."

17. Lisa, age five, is jumping on a trampoline, and she jumps too close to the edge. How could the caregiver guide her in this situation?

The caregiver could demonstrate how to jump on the trampoline or draw lines on the trampoline to set limits.

18. Becky, age four climbs too high in the tree. How could the caregiver guide children in this situation?

The caregiver could use some kind of device to set limits, such as tying a red cord around the tree to show such limits.

19. List four of the eight questions that Draper and Draper suggest considering before setting limits.

1. Is the limit necessary?
2. How does the limit contribute to the child's well-being and safety?
3. Is the limit needed for the well-being and safety of others?
4. Will the limit allow the child to continue experimenting and learning through exploration?
5. Is the limit for the child's benefit or the caregiver's convenience?
6. Is the limit still useful for the child's age level or has it been outgrown?
7. How can the limit be explained to the child?
8. Can the child help set the limit?

(Students should include any four of these questions.)

20. Use an example that you have observed or can think of to explain each of the following guidelines on enforcing limits.

A. Put the child's wishes into words.

"You would like to spray John with the water."

B. State limits positively and clearly.

"But our rule is that water stays in the water table."

C. Help the child express unhappy feelings.

"I can see that you are unhappy because you had to give up your turn at the water table."

D. Tell the child what can be done to fulfill his or her wish to return to the activity.

"In five minutes you may have another turn at the water table if you remember the rules."

Figure #25

Guidelines for Observing Children

1. Observe without being obvious.
2. Treat all observational materials as confidential.
3. Record the date, place, time, situation, and activity accurately.
4. Give your name or initials.
5. Use descriptive rather than judgmental wording.
6. Record judgments in a section labeled "opinion."

(Conger and Rose, 1979)

Figure #26

Staff/Child Ratios

Age of Child	Staff
0 to 2	1 adult to 4 children
2 to 3	1 adult to 5 children
3 to 5	1 adult to 10 children

Appropriate Number of Children Allowed in a Play Area

Equipment	Number of Play Spaces
Painting Easel	2
Housekeeping Center (Restaurant Props)	4
Puzzles	2
Block Center	4
Listening Center	2
Sciencing Activity	2
Collage	4
Playdough	4
Total	24

Note: There should be 50 percent more spaces than children in order to provide freedom of choice and exciting alternatives. The above example would be suitable for 16 children.

Student Handout #33

Daily Schedule

A.M.	P.M.	
9:00-10:00	1:00-2:00	Self-selected activity indoors.
10:00	2:00	Cleanup time (can vary a few minutes either way). As child finishes helping with cleanup, he or she goes to the toilet, if necessary, and washes his or her hands.
10:15-10:25	2:15-2:25	Snack. With older children, sharing time* goes on at the same time as snack.
10:25-10:45	2:25-2:45	Children move to a story group or groups. They sit on the floor. They select a book for reading as they pass the shelf. They look at the book or just talk quietly. The teacher finishes the period with some songs, a special story, planning, or discussion.
10:45-11:30	2:45-3:30	Outdoor self-selected activity.
11:30-11:40	3:30-3:40	Cleanup time. Preparations to go home.
11:45	3:45	Dismissal.

*Sharing time--A period when children are called on to share some article or news they have brought from home. Discussed in detail in the chapter on language arts.

From Introduction to Early Childhood Education, Verna Hildebrand, 1971, p. 56.

Student Handout #34

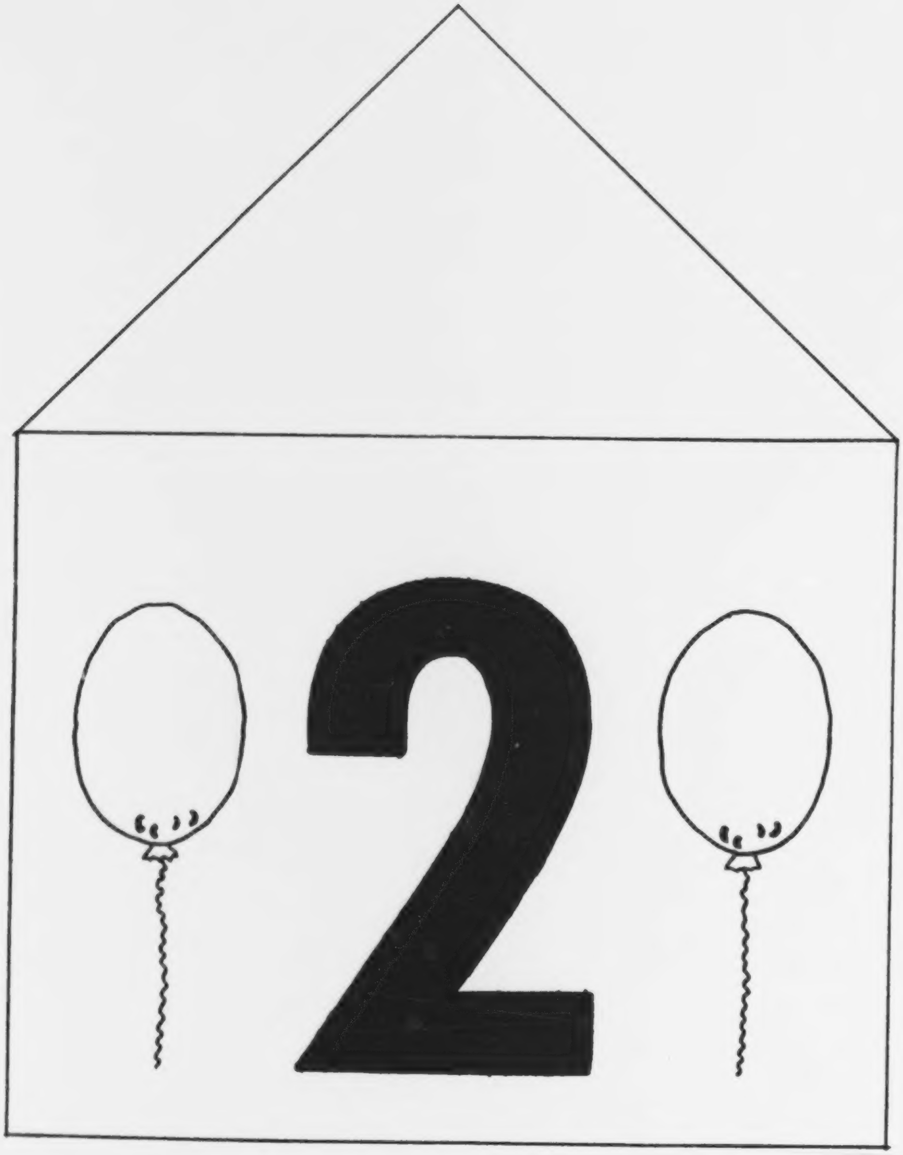
Time Block Plan*

Time Block I	Self-selected activity (indoors)	
	Art	Music
	Science	Dramatic Play
	Table games	Small Wheeled Objects
	Blocks	Language Arts
	Books	
Time Block II	Teacher-Instigated Activity	
	Cleanup	
	Toileting, washing hands	
	Snack	
	Quiet Time:	
	looking at books	
	music	
	story time and discussions	
Time Block III	Self-selected Activity (outdoors)	
	Climbing	Riding tricycles
	Swinging	Sand play
	Running	Science
Time Block IV	Lunch period	
	Washing hands, toileting	
	Resting before lunch	
	Eating	
	Washing hands	
	Going home or preparing for nap	
Time Block V	Nap Time	Toileting
	Dressing for bed	Dressing
	Sleeping	
Time Block VI	Self-selected activity	
	New activities	
	Snack	
	Outdoor play	

*Blocks I, II, and III are typical of half-day programs in nursery schools and kindergartens at which lunch is not served. Six blocks are more typical of day-care centers. Blocks I and III may be interchanged for variation and for meeting the needs of the children as discussed elsewhere.

From Introduction to Early Childhood Education, Verna Hildebrand, 1971, p. 57.

Student Handout #35
Population Card



Student Handout #36

A Checklist for Evaluating a Good Learning Environment

Teacher-Child Relationships	Yes	No
1. Do you serve as a guide, facilitator of learning, resource person rather than a dispenser of information?		
2. Do you have respect for and trust children?		
3. Do you offer suggestions in a positive, sincere manner?		
4. Do you circulate among the children - encouraging them, asking them individual questions and giving each child individual attention every day?		
5. Do the children understand their responsibilities and are they encouraged to be independent?		
6. Do you believe that children respond to genuine experience of trust with positive, productive and enjoyable behavior and that they respond to lack of trust and confidence with destructive, hostile, and immature behavior?		
7. Do you make sure that each child succeeds in something every day?		
8. Do you operate in a manner that suggests that joy in learning, respect for others and learning how to learn are more important than acquisition of specific subject information?		
9. Are the children secure in what they know and not frightened by what they do not know?		
10. Do you really listen to questions raised by children and do you answer them or seek to help individual children find the answer on the appropriate level?		

Student Handout #37

Observing Indirect Positive Guidance

Describe as many situations as possible in which there was evidence of the caregiver using the following guidance techniques.

A. Changing the environment to change behavior--

B. Defining the child's boundaries--

C. Accepting the child's decision if a choice is given--

D. Setting a good example--

Student Handout #37

Observing Indirect Positive Guidance

E. Setting up a routine to help children do what is expected--

____

____

____

____

F. Initiating activities so the children will be willing to participate--

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G. Making desirable behavior attractive, interesting, and rewarding--

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____

H. Preventing children from injuring themselves or others--

____

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____

UNIT: Guidance

CONCEPT: Direct Guidance

GENERALIZATIONS

1. The caregiver needs to understand why the child has misbehaved when choosing direct guidance techniques.

2. Children's physical condition has a direct relationship on school behavior.

3. The guidance of children toward the desired behavior is the product of positive guidance techniques.

4. The direct guidance technique "time out" may be necessary for children who have lost control and are unable to reason.

PERFORMANCE OBJECTIVES

Upon completion of the lesson the student should be able to:

1. Identify reasons why misbehavior occurs in the classroom.

2. Use positive guidance techniques when disciplining children.

3. Analyze situations and determine if the "time out" technique is appropriate or inappropriate.

4. Recognize physical conditions that may cause misbehavior.

OUTLINE

I. Use of Direct Guidance

    A. Direct Guidance Defined

    B. Causes of Misbehavior

II. Techniques of Direct Guidance

    A. Inappropriate Techniques

    B. Natural and Logical Consequences

    C. Positive Statements

    D. Time Out

    E. Alternatives for Caregivers

III. Specific Problems

IV. Resources for Parents

REVIEW OF SELECTED LITERATURE

Even when a caregiver has carefully planned indirect guidance techniques and procedures, children will sometimes misbehave in a classroom. It is then that direct guidance techniques must be employed. Hildebrand (1985) described direct guidance as dealing with the child specifically with the goal of helping the child become a happy, full-functioning individual who can make decisions and be self-directed. The *Child Development Curriculum Guide,* Volume II, (Bulletin 1664), Louisiana State Department of Education, describes several methods of direct guidance. Those techniques which may be appropriate for use by a caregiver include reasoning together; logical or natural consequences; and, in extreme situations, deprivation or isolation (referred to as "time out" or renewal time).

When determining the appropriate direct guidance technique to use with an individual child, it is helpful to understand why the child has misbehaved. There may be factors in the life of the child which can cause or trigger misbehavior and that are beyond the control of the child. Cherry (1983) identified several of these factors:

1. Immaturity -- Children are often placed in a classroom according to their chronological age, only to discover that they are not as mature as the other children in the classroom. The stress placed on the child to respond in appropriate ways can lead to misbehavior.

2. Boredom -- Several causes for boredom include an environment with too few opportunities for exploration and challenge, visual or auditory problems, and incorrect classroom placement. Children who are either too mature or too immature for the class will "tune out" those around them.

3. Curiosity -- Children should be given many legitimate opportunities to satisfy their curiosity through exploration, experimentation, questioning, and related activities. Curiosity will lead to misbehavior when children are not offered many opportunities to satisfy their curiosity.

4. Family Crises -- Problems or changes in the lives of children and their families will often result in classroom misbehavior. Good communication with parents helps the caregiver remain alert to changing family conditions. The caregiver can respond to knowledge of family problems by offering opportunities for the child to talk, by giving attention to the child, and by being patient with the child.

5. Sensitivity to Foods or Environmental Factors -- Recent research has indicated that hyperactive behavior may, in some cases, be a reaction to an allergy or some irritating environmental factor. Misbehavior becomes a vicious cycle in that children begin to misbehave as a reaction to the expectations of those around them.

6. Family Behavior -- Children may display habits they have learned at home, such as lying, not responding when spoken to, using vulgar language, or constantly complaining. Caregivers have the double task of modeling acceptable behavior for such children while finding ways to offset the unacceptable behavior children are seeing in their homes.

7. Physical Discomfort or Illness -- Children's physical condition has a direct relationship to school behavior. Hunger, fatigue, or the onset of illness can cause children to be short tempered or easily upset.

8. Personality Conflicts -- There are instances in which the personalities of children and teachers, or children and other children, will clash. Extra care must be taken to respond to all children warmly and to help children find compatible playmates.

A caregiver should be familiar with direct techniques to use when misbehavior does occur. One of the most effective techniques is the use of natural and logical consequences. Hendrick (1980) offered guidelines based on this method:

1. Warn the child and employ the technique of redirection. Help children understand that the choice is theirs; either they discontinue the misbehavior or you will follow through with your warning.
   (Example: The child is throwing sand at other children in the sandbox. Your warning states that if the child continues to throw sand, she or he will have to leave the sandbox.)

2. Warn only once. Act calmly and promptly by following through with your warning.
   (Example: Remove the child who has chosen to continue throwing sand from the sandbox and have the child sit beside you for a short period of time.)

3. Take time to describe the child's feelings, but be clear and firm about the rule.
   (Example: "I realize you were enjoying throwing the sand, but our rule is that sand stays down in the sandbox. When it is thrown it might get in the eyes of others.")

4. Allow the child to express whether he or she is in control and can continue playing.
   (Example: "When you can keep the sand down, tell me, and then you may go back and play.")

5. Help the child return to the play again. Praise the child for appropriate behavior.
   (Example: "I like the way you are playing now. I am proud of you!")

Positive guidance techniques stress guiding children toward the desired behavior. Children are able to gain self-respect and learn self-control when the emotional environment is friendly and supportive. A positive setting tells the children that you want them to have fun but also expect them to follow the rules (Conger and Rose, 1979). Student Handout #38 lists positive guidance techniques and the methods for applying them.

Hendrick (1980) provided a very helpful list of ways not to guide young children. These techniques are based on common mistakes caregivers tend to make.

GUIDANCE TECHNIQUES TO AVOID

1. Make children sit quietly and wait patiently.

2. Be inconsistent; allow children to throw water at the water table one day but impose rules for water play the next day.

3. Be unreasonable; never make allowances for children who are tired, hungry, becoming ill, or getting over an illness.

4. Never intervene when younger or smaller children are being bullied.

5. Do not let the punishment fit the crime. Punish all misbehavior by withholding children's snacks.

6. Give up halfway through a confrontation and let children have their way.

7. Lose your temper and yell at children.

8. Strike a child; pinch or jerk the child's arm when other caregivers are out of sight.

9. Ignore the problem; let a new teacher handle the misbehavior.

10. Talk too much; moralize, shame, and embarrass a child by telling him or her you will tell the parent of the misconduct.

The direct guidance technique, "time out," can be especially effective in situations in which children have lost control and are unable to reason. Haswell, Hock and Wenar (1982) defined "time out" as the removal of the caregiver's attention from the child's behavior or removal of the child from the situation. Cherry (1983) uses the term "renewal time" which may have a more positive connotation. This is similar to the technique, isolation, mentioned in the Child Development Curriculum Guide. This technique should be used with caution and be used only in extreme situations. Stone (1978) developed principles to follow when using "time out" in order to make it a positive learning experience:

1. Time out is not considered to be a punishment. Children should not be threatened with or fearful of a time out.

2. Time out should not be humiliating and, therefore, there should not be a predetermined chair or place.

3. Time out should last as long as the child feels he or she needs to calm down. Children may need assistance in determining the amount of time they will need.

Examples of situations that may call for time out include times when a child persists in throwing sand in the eyes of the other children, even after being warned, or when a child will not stop calling other children names after many reminders.

Cherry (1978) employed several of the previously discussed direct guidance techniques in formulating a "magic list of alternatives." Also included are the traditional punitive responses for the caregiver to avoid.

THE MAGIC LIST OF ALTERNATIVES

TRADITIONAL PUNITIVE RESPONSE	THE MAGIC LIST OF ALTERNATIVES
React impulsively	Anticipate trouble
Issue sarcasm and threats	Give gentle reminders
Find fault and scold	Distract to a positive model
Be grouchy and irritable	Inject humor
Make rigid demands	Offer choices
Belittle and ignore	Give praise and compliments
Criticize and coerce	Offer encouragement
Make ambiguous comments	Clarify messages
Nit-pick or nag	Overlook small annoyances
React hastily and automatically	Deliberately ignore provocations
Be stubborn and unbending	Reconsider the situation
Punish	Point out natural and logical consequences
Impose isolation	Provide renewal time
Make authoritarian demands	Give hugs and caring
Humiliate, impose guilt and punish	Arrange discussion among the children
Lecture	Provide discussion with an adult

Some types of misbehavior are common among all children. It is helpful to know specific ways to help children with these types of misbehavior. Stone (1978) addressed specific problems and methods for handling these problems:

1. Spitting -- The quickest, fairest, and calmest way to stop the child is needed. Announce to the child, "I will not allow you to spit on anybody. If you need to spit, do it in the sink (or the corner of the playyard)." Tell children firmly where they can spit, but that they cannot spit at people.

2. Biting -- Biting is dangerous, and it frightens both the biter and the bitten person. The caregiver first separates the two children, then comforts and provides first aid to the bitten child. Respond to the biter with, "I will not permit biting. It is dangerous. I want children to be safe here." Look for the stressful situation which is creating the need to bite and work to eliminate it. Do not encourage other children to bite back to show how it feels. Biting is destructive, dangerous, and wrong at all times.

3. Hitting, Kicking, Scratching -- Again, the caregiver states the rules by saying, "I cannot allow you to hit (scratch or kick) other children and neither will I allow them to hurt you." After the child has regained composure repeat the rule by firmly stating, "No hurting is allowed." Kneel down and talk directly to the child while looking into his or her eyes.

4. Running, Knocking Others Down -- Greet overexcited children calmly and firmly. Direct the child to a favorite calming activity such as water play or listening to a story on the headphones.

5. Nonparticipants -- At some point almost all children will refuse to participate in an activity. The reason may be fatigue, fear of soiling their clothing, or a case of extreme shyness. Invite children to participate but avoid forcing them. Use a statement such as, "If you want to watch for awhile, that's O.K. If you need help or want to talk, I'll be right here." Children who continue with negative behaviors may need a "time out" or renewal time.

Parents of children in child care facilities will often ask for resources on the topic of guidance or discipline. The following resources are excellent suggestions:

BOOKS ON GUIDANCE OR DISCIPLINE

Bigner, Jerry J. Parent child relationships. New York: The Macmillan Company, 1979. How children affect what their parents do and how parents affect what their children do. An excellent study in the dynamics of interpersonal relationships within the home, the principles of which can be extended into the classroom.

Dodson, Fitzhugh. How to discipline with love. New York: New American Library, 1978. This book presents discipline as teaching. Taking the age of the child into account, Dodson stresses that there can be no overall formula for teaching desirable behavior but rather a wide variety of flexible, practical strategies to draw from according to each individual situation--a humane approach that stresses the importance of love and rapport as an ongoing element of interpersonal relationships with children.

Dreikurs Rudolf, M. D. and Vicki Soltz. Children: The challenge. New York: Hawthorn Publishers, 1964. This book is based on Dreikurs' system of natural consequences in dealing with discipline.

Faber, Adele, and Elaine Mazlish. How to talk so kids will listen and listen so kids will talk. New York: Rawson, Wade Publishers, Inc., 1980. This book emphasizes the differences between helpful and unhelpful methods of communication, geared towards the reduction of conflicts and tensions between parents and their children. Principles can easily be applied to teacher-child interactions.

Ginott, Haim. Between parents and child: New solutions to old problems. New York: The Macmillan Company, 1965. (Also Avon paperback.) Ginott writes about communication between parents and their children, giving guidelines to conveyance of self-respect and positive feelings even when giving statements of advice, correction or instruction. He emphasizes the validity of reflecting children's feelings.

Gordon, Thomas. Parent effectiveness training: The tested new way to raise responsible children. New York: Peter H. Wyden, Inc., 1970. (Also available in paperback.) Addresses the importance of humanistic attitudes when dealing with family conflicts, using the communication of feelings to solve problems.

REFERENCES

Cherry, C. Please don't sit on the kids: Alternatives to punitive discipline. Belmont, California: Pitman Learning, 1983.

Child development curriculum guide, Volume II (Bulletin 1664). Louisiana State Department of Education, 1982.

Conger, F. S. and Rose, I. B. Child care aide skills. New York: McGraw-Hill, 1979.

Haswell, K. L., Hock, E. and Wenar C. Techniques for dealing with oppositional behavior in preschool children. Young Children, 1982, 37 (3), 13-18.

Hendrick, J. The whole child: New trends in early education. St. Louis: C. V. Mosby, 1980.

Hildebrand, V. Guiding young children. New York: Macmillan, 1985.

Stone, J. G. A guide to discipline (Revised Edition). Washington, D. C.: National Association for the Education of Young Children, 1978.

SUGGESTED READINGS

Cherry, C. Please don't sit on the kids: Alternatives to punitive discipline. Belmont, California: Pitman Learning, 1983.

Pitman Learning, Inc.
P. O. Box 741-B174
Belmont, CA 94002

An excellent resource concerning guidance for anyone working with young children. Available in paperback.

Stone, J. G. A guide to discipline (Revised Edition). Washington, D. C.: National Association for the Education of Young Children, 1978.

National Association for the Education of
Young Children
1834 Connecticut Avenue, N. W.
Washington, D. C. 20009

A brief pamphlet filled with practical suggestions for handling such discipline problems as spitting, kicking, and biting.

LEARNING ACTIVITIES

1. Title: Worksheet

Description: Positive direct guidance requires that the caregiver use positive statements when orally guiding children. Positive statements are also important to increase the child's self-esteem.

Directions: Using the guidelines and examples given in this unit, have students complete Student Handout #39 using correct statements.

2. Title: Observation

Description: Seeing positive direct guidance techniques first-hand will help students recognize the correct way to guide children and allow them to see the various situations in which they can be used.

Directions: Students should observe a preschool class for at least 30 minutes. While observing, the students should look for the techniques described on Student Handout #40 and describe the situation in which it was used.

3. Title: Prepare Case Studies

Description: Analyzing situations and determining solutions to problems will assist caregivers in handling those situations as they occur in the classroom.

Directions: Divide the students into groups and have each group write a case study in which discipline is needed. Let the groups exchange case studies and write a solution to the case study they receive. Then have the groups present these to the entire class for discussion. Discuss why that solution was appropriate or why it was not.

VOCABULARY

1. Direct guidance--Dealing with the child specifically, with the goal of helping the child become a happy full-functioning individual who can make decisions and be self-directed.

2. Redirection--Directing children to another activity or area when they continue to misbehave at their present activity.

3. "Time out"--A direct guidance technique that gives children a few minutes alone to regain control or to renew themselves.

INSTRUCTIONAL AIDS

1. Title: Transparency

   Description: Figure #27 lists Ways Not to Guide Young Children. Use this list as a transparency for discussion in class. Ask why the behavior or technique is not appropriate and discuss alternate ways that are appropriate.

2. Title: Chart

   Description: Use Student Handout #38 as a chart that lists ways of guiding children. Discuss why the alternate way would be more appropriate.

3. Title: Discussion Questions

   Description: Figure #28 gives several situational problems that caregivers may face. Have a class discussion on each one. What would you do as the caregiver? What positive guidance techniques could be used? How can you prevent this from happening again? These are all good questions to ask the class.

EVALUATION

Title: Test

Description: Use the following questions as a basis for evaluation.

Multiple Choice--Choose the best answer and write the letter of that answer in the blank.

(B) 1. Which of the following is not a cause of boredom in the classroom?

A. An environment with too few opportunities for exploration and challenge.
B. Not enough children in the classroom.
C. Visual or auditory problems.
D. Incorrect classroom placement.

(B) 2. Jane is playing in the housekeeping center when she notices a teacher sitting nearby. She looks at the teacher a minute and then says "I don't like you." The teacher replies:

A. "Oh, I'm sure that you do. You like everyone in school."
B. "I like you. Maybe you'll like me when you know me better."
C. "You should not say that. It's not nice."

(A) 3. John is angry because there isn't time left for painting. He shouts at the teacher, "You old stink pot." The teacher says:

A. "I know how you feel. It makes you pretty cross not be able to paint when you want to."
B. "Let's talk about something pleasant, John."
C. "You mustn't talk to people that way, John. They won't like you."

(C) 4. Joey takes a big bite of mashed potato, spilling some of it in his lap. The teacher says:

A. "Don't take such a big bite, Joey, and you won't spill it."
B. "Take little bites, Joey. See what nice little bites Janet is taking."
C. "Take little bites, Joey. Then it will all go in your mouth."

(B) 5. Bill, who is nearly four, comes in from playing outdoors, pulls off his hat and coat, drops them on the floor. The teacher:

A. Picks up his hat and coat, goes after Bill and gives them to him saying,"Your hat and coat were on the floor. They belong on the hook in the closet. Take them back and hang them up before you play."
B. Goes after Bill, saying, "Your coat and hat are on the floor. They need to be hung on the hook in the closet; then you'll be ready to play." She returns with him while he picks up his wraps.
C. Picks up his hat and coat and hangs them in the closet for Bill, realizing that he is already busy with play and might object to coming back to hang up his wraps.

Study each of the following remarks. Label those that you feel are acceptable with an "A" and those you feel are unacceptable with a "U" in the blanks before each statement.

(A) 6. "No, you cannot go next door to play with Heather because it is time for dinner."

(U) 7. "You should not have left your bicycle in the driveway. It's all your fault that it got run over. I'm going to see to it that you never get another bicycle."

(U) 8. "No, you cannot have this toy or any other toy in the store because you have been bad."

(U) 9. "You broke my favorite dish. Now you stay in the house and watch your baby brother while I take a bath."

(A) 10. "You cannot watch TV until you have picked up all of your toys."

(U) 11. "You almost hurt your baby brother. If you do that again, I will spank you."

(A) 12. "I found your new roller skates outside in the yard this morning. You'll have to learn to take better care of your things. You will have to play with something else today."

(A) 13. "You should have come when I called. We won't have time to go get ice cream now."

(U) 14. "You naughty boy. You should never color on the wall."

(A) 15. "Keep away from that dog. He may bite you."

Using guidelines given in class write your recommendations for ways to orally guide children in each of the following situations.

16. Amy, age four, opened the gate at the center and ran into the street.

You could say, "Amy, you must stay inside the fenced area. Streets are for cars and the fenced area is for children."

17. Cory demands to play with the football that Sam is playing with. He grabs it and says, "Give it to me."

You could say, "The way we ask for the ball is by saying, "May I have it please?" or "May I please play with the ball now?"

18. Carlos, age three, refuses to sit in the story circle.

Say to Carlos, "We are waiting for you to get in your place. We have a special place for you in our group and when you join us we can start our story."

19. Tom throws food during snack time.

Say to Tom, "Tom, food goes in your mouth. Your special duty today will be to help clean the snack area."

20. Sally, age five, kicks another child while playing in the housekeeping center.

Say to Sally, "It hurts to be kicked. It's okay to be angry, but you should tell John you are angry. I will not allow you to hurt another person."

21. State the five guidelines that Hendrick suggests when using the technique of natural and logical consequences.

1. **Warn the child and employ the technique of redirection.**
2. **Warn only once. Act calmly and promptly by following through on your warning.**
3. **Take time to describe the child's feelings but be clear and firm about the rule.**
4. **Allow the child to express whether he or she is in control and can continue playing.**
5. **Help the child return to the play again. Praise the child for appropriate behavior.**

22. Identify the principles the caregiver must follow to make the "time out" technique a positive learning experience.

1. **Time out is not considered a punishment. Children should not be threatened with or fearful of a time out.**
2. **Time out should not be humiliating, and therefore, there should not be a predetermined place or chair.**
3. **Time out should last as long as children feel they need to calm down.**

23. As a caregiver how would you handle the problem of spitting, using positive guidance?

Announce to the child, "I will not allow you to spit on anybody. If you need to spit, do it in the sink (or the corner of the playyard)." Tell children firmly where they can spit but that they cannot spit at people.

24. As a caregiver how would you handle the problem of kicking using positive guidance?

The caregiver should state the rule by saying, "I cannot allow you to hit other children, and I will not allow them to hurt you."

25. When determining the correct guidance technique to use, it is helpful to understand why a child has misbehaved. List five reasons for misbehavior that were discussed in class.

1. **Immaturity**
2. **Boredom**
3. **Curiosity**
4. **Family crises**
5. **Sensitivity to foods or environmental factors**
6. **Family behavior**
7. **Physical discomfort or illness**
8. **Personality conflicts**

(Students should list five of the eight listed above.)

In the following sentences fill in the blanks with the appropriate word.

26. Direct guidance is dealing with the child specifically with the goal of helping the child become (**self-directed**).

27. Recent research has indiciated that (**hyperactive**) behavior may be a reaction to an allergy or some irritating environmental factor.

28. Children's (**physical**) condition has a direct relationship to school behavior.

29. Children are able to gain (**self-respect**) and learn (**self-control**) when the emotional environment is friendly and supportive.

30. Positive guidance techniques stress guiding children toward the (**desired**) behavior.

Figure #27

Guidance Techniques to Avoid

1. Make children sit quietly and wait patiently.

2. Be inconsistent; allow children to throw water at the water table one day, but impose rules for water play the next day.

3. Be unreasonable; never make allowances for children who are tired, hungry, becoming ill, or getting over an illness.

4. Never intervene when younger or smaller children are being bullied.

5. Do not let the punishment fit the crime. Punish all misbehavior by witholding children's snack.

6. Give up halfway through a confrontation and let children have their way.

7. Lose your temper and yell at children.

8. Strike a child; pinch or jerk the child's arm when other caregivers are out of sight.

9. Ignore the problem; let a new teacher handle the misbehavior.

10. Talk too much; moralize, shame, and embarrass a child by telling him or her you will tell the parent of the misconduct.

Figure #28

Problem Situations in the Preschool

You are reading a story to a group of 10 children. Several of them begin to complain that they don't like the story, and two of the boys start pointing and chanting, "We-Don't-Like-The-Story-We-Don't-Like-The-Story. . ." Others soon join the protest.

Two boys are fighting over a tricycle. You intervene by suggesting that they take turns. One of them kicks you and yells, "You're not the boss of me!" as he runs away.

A group of children are fighting. When you intervene, several of them punch you and yell obscenities at you.

One of the parents walks into the lavatory and sees boys and girls exploring their sexual differences. She becomes irate and demands to know if you encourage such freedom and curiosity.

One of the four-year-old girls is domineering and likes to direct several of the other children in their play. The younger, less assertive children follow her lead. She often rejects someone she doesn't like, and one day you overhear her saying, "Get out of here. We don't like you and you can't play with us."

Student Handout #38

Positive Techniques of Guidance

Positive Guidance Techniques	Applying Positive Techniques
Use positive statements when giving directions or making corrections.	"Zip up your jacket and put on your cap. It's very cold outside."
Use your voice as a teaching tool.	Let the children know that you mean it when you set a limit or give a direction: "It is time to go now."
Back up directions or suggestions with actions.	Start walking toward the door as you give the signal that it is time to go outside.
Give one direction at a time.	"Put the doll in the bed." When this is done, give another suggestion or direction. "Do you think she would like to be covered up? Put the blanket on her."
Give children a choice only when the choice is actually to be left up to them.	"Do you want to paint at the easel or fingerpaint?"
Respond to dangerous situations immediately.	"Joel, put the scissors in their holder before you get up from the table." When words are not enough, move quickly to prevent harm to a child.
Place yourself where you can see the whole room and be alert to everything that is happening.	Face the children at all times. Be careful not to become so involved with one group of children that you do not adequately supervise the total group.
Give help when needed.	Allow children to try first by themselves but be willing to lend assistance when needed.

Student Handout #38 (cont.)

Positive Techniques of Guidance

Positive Guidance Techniques	Applying Positive Techniques
Use body language to communicate.	Smile sincerely. Touch children. A pat on the shoulder, a quick hug, or holding a hand all suggest that you care.
Help children understand the limits or rules.	"It's time to . . ." "Let's listen to . . ." "I need for you to . . ." "Remember the rule: only one person talks at a time."
Enforce limits consistently, yet be flexible when you need to be.	"We do not usually run inside, but today it is raining, and we are going to gallop to the sound of the music."
Redirect (suggest other activities) when children are becoming excitable, tense or negativistic.	When children get tired from active play, suggest quieter activities.
Watch and anticipate the need for change of pace.	"Let's get the tumbling mat out and do some somersaults."
Speak to children at their eye level when close to them.	Children will feel that you have something important to say and that you want them to listen.
Match what you expect with a child's ability.	"I knew you could do it, Debbie!"
Accept children's feelings even though you may not accept their behavior.	"I know you like to hold the flag, but it is John's turn today."

(Adapted from Conger and Rose, 1979)

Student Handout #39

Positive Guidance Worksheet

Each of the following statements is a poor example of oral guidance. Study these examples and correct the statements in the spaces provided.

INCORRECT STATEMENTS	CORRECT STATEMENTS
"Oh, aren't you going to drink your milk?"	
"Don't water the flowers so much."	
"No, you can't go to the party until after you rest."	
"Don't go out in the street."	
"That picture doesn't look much like a dog."	
"Be careful. You are going to spill that water."	

Student Handout #40

Observing Direct Positive Guidance

Describe as many situations as possible in which there was evidence of the caregiver using the following guidance techniques.

A. Using loving guidance-- ____________________________________

____

____

____

B. Focusing on "dos" instead of "don'ts"-- ____________________

____

____

____

C. Giving directions in as few words as possible, using very simple language-- ____________________________________

____

____

____

D. Using a quiet, confident tone of voice when speaking to children-- ____

____

____

____

E. Thinking ahead-- ____

____

____

Student Handout #40

Observing Direct Positive Guidance

F. Listening to the child-- ______________________________

____

____

G. Being firm and consistent-- ___________________________

____

____

____

____

H. Helping children release aggressive feelings-- __________

____

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____

____

I. Building feelings of confidence-- ______________________

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____

J. Helping a child accept the consequences of bad behavior--

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Student Handout #40

Observing Direct Positive Guidance

K. Organizing small groups of children for activities and play--

L. Physical and oral communication on the child's level--

M. Letting the child learn to be independent--

N. Providing transitional activities--

O. Remembering that children have short attention spans--

CHILD CARE
UNIT: PARENTAL INVOLVEMENT
SUGGESTED TIME: TWO WEEKS

UNIT: Parental Involvement

CONCEPT: Building Home-School Relations

GENERALIZATIONS

1. Young children's lives may be enhanced by a close relationship between the home and the school.

2. Consistent guidance is a result of meeting the overall goals of home-school relations.

3. Understanding the dynamics of the parenting process may be necessary for planning parental involvement.

PERFORMANCE OBJECTIVES

Upon completion of this unit the student will be able to

1. Outline the overall goals of home-school relations.

2. Recognize and explain the attitudes of the parenting process.

3. Analyze ways children benefit from close home-school relationships.

OUTLINE

I. Home-School Relations

   A. Goals

   B. Benefits for Young Children

II. Parental Relationships

   A. Attitudes of Parents Toward Children

   B. Conflicts Between Caregivers and Parents

   C. Caregiver Attitudes Toward Parents

REVIEW OF SELECTED LITERATURE

A close relationship between the home and the school can ultimately lead to richer, fuller, and more nourishing lives for young children. Hymes (1974) stated the overall goals of home-school relations:

1. An understanding between parents and teachers of what children are like: how they grow, how they behave, the problems that they face and how to help children the most.

2. An understanding between parents and teachers of good education: what it looks like, how it operates, what it requires, what it avoids, and what it strives for.

When these two goals are accomplished, young children will benefit in a number of ways.

1. Schools obtain support and receive the full-backing needed.

2. Children have consistent guidance, both in school and out.

3. Learning is being reinforced.

4. Gaps or omissions in the young child's education seldom occur.

Before considering specific ways to work with parents, it is helpful to have some understanding of the dynamics of the parenting process. Closely associated with parents' personalities are their attitudes toward children and child rearing in general. Such attitudes and beliefs are the result of a person's socialization and past experiences. These form the basis for behavioral choices that the parent may use in interacting with the child. Baumrind (1966) outlined three basic types of child-rearing attitudes:

(1) Authoritarian Attitudes. The parent who relies predominantly on authoritarian controls in child rearing values both immediate and long-range obedience from the child. Typically the relationship is one of controlling the child's behavior. Obedience is obtained in numerous ways, often through physical punishment and other forceful methods. Little time or effort is used to explain rules and regulations. A typical response to the child's questioning of rules may be "Because I said so." Usually the parent evaluates and shapes the behavior of the child according to an established and often absolute standard of behavior. The parent's word is law for the child, who is taught to believe that the parent's actions are in the child's best interests. These parents value "keeping the child in his or her place, . . . restricting autonomy, and . . . assigning household responsibilities in order to inculcate respect for work" (Baumrind, 1966, p. 890).

(2) *Permissive Attitudes.* The parents with permissive attitudes believe that they should respond to their children as individuals and encourage them to be autonomous. Parents who hold these attitudes typically rely on reasoning and manipulation but not on overt demonstrations of power. Parenting behaviors are expressed in ways that communicate these beliefs. For example, the parent is not interested in being viewed by the child as an authority figure or as an ideal person to be imitated. The goal of the parent is to be seen as a resource for the child to use. There is a greater latitude permitted in children's behavior. Policies or limits to behavior are determined in consultation with the child in an attempt to allow the child to voice his or her opinion. A permissive-oriented parent "allows the child to regulate his or her own activities as much as possible, avoids the exercise of control and does not encourage the child to obey externally defined standards" (Baumrind, 1966, p. 889).

(3) *Authoritative Attitudes.* Authoritative attitudes combine the best features of both authoritarian and permissive attitudes. Authoritative-oriented controls emphasize the development of autonomy in children within reasonable limits. Children are allowed a certain amount of latitude in their behavior but are not hemmed in by the authority of the parent. When using these controls, parents may resort to use of resources which lie within their grasp to achieve control over their child's behavior, such as reasoning, overt power, or psychological reinforcement. A parent who predominantly uses such controls "encourages verbal give and take, shares with the child the reasoning behind the policy and solicits his or her objections when exhibiting refusal to conform" (Baumrind, 1966, p. 891). The caregiver who understands and can identify these attitudes in parents will more clearly understand the behavior of both the child and the parent.

It would seem easier for caregivers to establish genuine two-way relationships with parents than with children since they are closer in age, but there are a number of factors that may interfere:

(1) Caregivers may have unresolved hostilities toward their own parents, which make it difficult to accept any parent figure.

(2) Caregivers may want to identify wholly with the children's group and shut parents out, just as they did when they were younger.

(3) Parents may have leftover anxieties or angers toward any teacher or caregiver because of some unfortunate experience. The caregiver may know more about nature, needs and what can normally be expected of the children, but parents are, in a sense, specialists regarding their own particular child. Unfortunately a two-way giving between parents and caregivers may not exist.

(4) Parents may be overly docile if relationships with past caregivers or teachers have been characterized by a great dependence on authority.

(5) Rivalry between parents and caregivers may be a problem. Mother, father, and caregiver sharing one child may create unexpected tension.

(6) Caregivers who lack the fulfillment of being closely loved may depend too much on the love of the children to meet their needs.

Just as a good husband/wife relationship is the most important element in maintaining a wholesome climate in families, a good parent-caregiver relationship is an indispensable factor in developing a wholesome climate toward school (Nedler and McAfee, 1979).

While caregivers strive to understand the parental attitude(s) being used, they must also evaluate the type of attitude(s) they use with parents. Robison (1983) categorized caregiver attitudes either as humanistic or authoritarian. While caregivers rarely take extreme authoritarian positions, it is impossible to predict which situation or personality may tend to stimulate an authoritarian response. The chart in Figure #29 shows distinctions between the humanistic way to talk to parents and the authoritarian approach.

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Hymes, J. L. _Effective home-school relations_. Carmel, California: Hacienda Press, 1974.

Nedler, S. E. and McAfee, O. D. _Working with parents_. Belmont, California: Wadsworth Publishing, 1979.

Robison, H. F. _Exploring teaching in early childhood education_, Second Edition. Boston: Allyn and Bacon, 1983.

LEARNING ACTIVITIES

1. Title: Brainstorming

   Description: This activity will lead the student's train of thought to the subject. It should be done before the discussion on parental attitudes.

   Directions: Make three columns on the chalkboard with the three words below as the headings. Ask the students to say the first word that comes into mind when they think of each word. Write each word on the board in the appropriate column. Discuss the overall feelings of the students about each topic, after all their thoughts are listed.

   Authoritarian
   Authoritative
   Permissive

   You may need to distinguish between authoritarian and authoritative to begin with.

2. Title: Parent Meeting

   Description: As a field trip or extra assignment, have students attend a parent meeting at a local day care center or nursery school.

   Directions: Students should evaluate the meeting by considering the following questions.

   a. Describe briefly the events of the meeting.
   b. Categorize parent participation in the meeting with use of the agenda, the personnel presiding or presenting,and parental roles observed.
   c. Evaluate the meeting as a whole and suggest other methods the school could use to involve parents.

VOCABULARY

1. Authoritarian attitude--The attitude of the parent who relies predominantly on unbending controls in child rearing. Places value on obtaining immediate and long-range obedience from the child.

2. Permissive attitude--Attitudes of parents who respond to their children as individuals and encourage them to be autonomous.

3. Authoritative attitude--Combines the best features of both authoritarian and permissive attitudes. The parent relies upon discussion and reasoning with the child.

INSTRUCTIONAL AIDS

1. Title: Transparency

   Description: The transparency in Figure #29, "Humanistic and Authoritarian Teacher Interactions" will help students understand the differences in the humanistic and authoritarian approaches and realize which one is appropriate when talking with parents.

   Materials Needed: Transparency, overhead projector

2. Title: Filmstrip

   Description: Brief daily conversations between child care staff and parents can increase understanding of children.

   Directions: order the filmstrip "Day-to-Day Contact" which is included in the series "Day Care Training Curriculum" ($35.00) from:

   Meridian Education Corporation
   Library Filmstrip Center
   608 E. Locust Street
   Bloomington, IL 61701

   Show the filmstrip and follow with activities suggested in the guide.

3. Title: Collage

   Description: These posters will help illustrate students' ideas about parenting.

   Directions: Have students use one piece of poster paper to make a collage illustrating their ideas of a good parent. They should use magazines and newspapers to cut out words and pictures to illustrate their ideas. Give students time in class to explain what their poster means and display them in the room during the unit on Parental Involvement.

EVALUATION

Title: Written Test

Description: Use the following questions as a basis for evaluation.

Directions: Briefly answer the following questions.

1. State the two overall goals of home-school relations.

    1. **An understanding between parents and teachers of the characteristics of children**

    2. **An understanding between parents and teachers of quality education**

2. List three benefits children receive when the goals of home-school relations are met.

    1. **Schools obtain support and receive the full backing needed.**
    2. **Children have consistent guidance, both in school and out.**
    3. **Learning is being reinforced.**
    4. **Gaps or omissions in the young child's education seldom occur.**

3. Define the following terms.

    Authoritarian Attitudes
    Parent who relies predominantly on unbending controls in child rearing. Places value on obtaining immediate and long-range obedience from the child.

    Permissive Attitudes
    Parents that respond to their children as individuals and encourage them to be autonomous.

    Authoritative Attitudes
    Combines the best features of both authoritarian and permissive. This parent relies upon discussion and reasoning with the child.

4. Name three things that may prevent or make it hard for caregivers to establish positive relationships with parents.

    1. **Caregivers may have unresolved hostilities toward their own parents, which make it difficult to accept any parent figure.**
    2. **The caregiver may want to identify wholly with the children's group and shut the parent out.**
    3. **Some parents have leftover anxieties or angers toward any caregiver because of some unfortunate experience.**
    4. **Parents may be overly docile if relationships with past caregivers or teachers have been characterized by a great dependence on authority.**
    5. **Parent-caregiver rivalry may be a problem.**
    6. **Caregivers who lack the fulfillment of being closely loved may depend too much on the love of the children to meet their needs.**

5. Give three examples of humanistic responses to parents.

    (Answers will vary.)

    "You can help me understand and deal with this situation better."

    "I would welcome your visit so we can plan together **to meet your child's needs."**

    "Can you help us on the trip so that the children will really have a rich experience?"

6. Use the codes listed below to indicate whether the following statements represent authoritarian, permissive or authoritative attitudes:

    P = permissive
    AU= authoritarian
    AT= authoritative

    (AT) Emphasizes the development of autonomy in children within reasonable limits.

    (P) Policies or limits for behavior are determined in consultation with the child in an attempt to allow the child to voice his or her opinion.

    (AU) "Because I said so!" is a parent's typical statement.

    (P) The parent is not interested in being viewed as an authority figure to the child.

(AU) Usually the parent evaluates and shapes the behavior of the child according to an established standard of behavior.

(AT) Children are allowed a certain amount of latitude in their behavior but are not hemmed in by the authority of the parent.

(AT) Parent encourages verbal give and take.

(P) Parent does not encourage the child to obey externally defined standards.

(AU) Parent values keeping the child in his place.

(AU) Obedience is often obtained through physical punishment.

7. Beside each authoritarian approach statement below, write a statement that demonstrates the humanistic way of talking with parents.

Authoritarian	Humanistic
I know best and I'll tell you what I think.	**I know what my perceptions are, but yours may be different and may clarify mine.**
This is the only way we can handle your child in school.	**Are there ways we both can change our approaches so your child will feel we're both working in the same way?**
We prefer not to have parents on trips. It only makes the children act up.	**Can you help us on the trip so that the children will really have a rich experience?**
I want to know why this happened.	**If you think it will help us to understand your child's problem better, perhaps you can help us identify events that might have contributed to it.**
What do you intend to do about this?	**Together, maybe we can figure out what might solve this problem.**

Figure #29

CONTRASTING HUMANISTIC AND AUTHORITARIAN TEACHER INTERACTIONS WITH PARENTS

HUMANISTIC	AUTHORITARIAN
Open	Closed
I know what my perceptions are, but yours may be different and may help to clarify and deepen mine.	I know best, and I'll tell you what I think.
My qualifications to teach have made me aware of how much I have to learn and how listening to others can add to my understanding.	I am qualified to teach; therefore, my ways must be accepted.
My knowledge is tentative and I could use much more.	I base my conclusions on what I know.
Respectful	Arrogant
You can help me understand and deal with this situation better.	I can help you if you'll only listen and do as I say.
How do you generally handle this?	This is how I handle this, and you should do the same.
From your experience with your child, how do you advise me to meet his needs better?	If you can't handle your child any better, how do you expect us to keep him in school?
Are there ways we both can change our approaches so your child will feel we're both working in the same way?	This is the only way we can handle your child in school.
I would welcome your visitation so that we can plan together after we agree on his needs. Just let me know when you can come.	You can visit during open school week, as other parents do. We can't have parents visiting whenever they feel like it; it's too disruptive.

Figure #29 (cont.)

CONTRASTING HUMANISTIC AND AUTHORITARIAN TEACHER INTERACTIONS WITH PARENTS

HUMANISTIC	AUTHORITARIAN
Personal	Mechanical
I would like us to get better acquainted. What do you hope will come from your child's early school experience?	Children are here to prepare for public school. If they can't make it here, they surely won't be tolerated in the big school.
Do you have some hobbies, interests, or skills that you can share with us to enrich our school program?	We can't fit in every idea people come up with. We already have a curriculum that we know is best for young children.
Can you help us on the trip so that the children will really have a rich experience?	We prefer not to have parents on trips. It only makes the children act up.
Knowledgable	Ill-informed
I know your baby is three years younger. How do the children get along?	I haven't had time to read Alison's file; you'll have to tell me all about her history and experiences.
From what I know of your responsibilities, I'm grateful you found the time to come in for a conference.	You missed both conferences earlier this year; it's no wonder you don't know what's been happening.
Debby's grown two inches this year and her small-muscle coordination is increasing rapidly.	I always get Bobby mixed up with Billy, but I'll look up Bobby's growth record later.
Sensitive	Insensitive
If you think it will help us to understand Bobby's current problem better, perhaps you can help us to identify events that might have contributed to it.	I want to know why this happened.

Figure #29 (cont.)

CONTRASTING HUMANISTIC AND AUTHORITARIAN TEACHER INTERACTIONS WITH PARENTS

HUMANISTIC	AUTHORITARIAN
You might have some suggestions and so will we. Together maybe we can figure out what might work.	What do you intend to do about this?
You seem to have problems about getting Barbara out in the morning. Is there any way we can help? Do you need a car pool or another family to share the responsibility of bringing the children to school?	Why is your child always late for school?
Empathetic	Closed
I know how long it takes to feed the baby and how impatient you must get when you know Bobby's waiting for you to walk him to school.	I don't understand how you can keep Bobby waiting so long to walk him to school.
My friend's child had digestive problems just like your child has. She told me how nervous and upset she used to get when her child wanted foods he couldn't digest. It must be difficult.	Other children have digestive problems too. Why should you get nervous and upset about it?
It's very distressing when your child has been well toilet-trained and then has an accident. I remember how I felt.	It's her fault. Why should you be upset?

Figure #29 (cont.)

CONTRASTING HUMANISTIC AND AUTHORITARIAN TEACHER INTERACTIONS WITH PARENTS

HUMANISTIC	AUTHORITARIAN
Positive	Negative
• It's true that Jenifer still hits other children, but it's much less frequent, and only when she's been teased too much. I see progress.	Jenifer is still hitting other children. It's against the rules and she must stop completely.
Billy was very shy when he first came. I can see, by the way he looks at other children, that he's longing to play with them. We're working on ways to help him feel more comfortable with the children.	Billy is shy and a loner. We've seen no real progress yet.

(Robison, 1983)

UNIT: Parental Involvement

CONCEPT: Classroom Participation

GENERALIZATIONS

1. The group meeting is one of the most common means of communicating with parents.
2. The parent-caregiver conference is often the major vehicle for discussing the child's progress.
3. The encouragement of parents to reinforce certain behaviors at home promotes support for what the school is trying to accomplish.
4. The exchange between parent and caregiver during arrival and dismissal time may be identified as the most potent and frequent form of parental-involvement activity.
5. The participation of parents may be promoted by the observation of classroom activities.

PERFORMANCE OBJECTIVES

Upon completion of this unit the student will be able to:

1. Plan a group meeting for parents.
2. Identify and use the guidelines for conducting positive parent-caregiver conferences.
3. Develop at least three activities for parents to use at home that reinforce principles used at school.
4. Identify the goals for establishing effective interactions with parents during arrival and dismissal time.
5. Organize materials that might encourage participation by parents who come to observe classroom activities.

OUTLINE

I. Communicating with Parents

    A. Interest Assessment

    B. Group Meetings

- C. Parent-Caregiver Conferences
    - 1. Initial Conference
    - 2. Yearly Conferences
- D. Written Communication
- E. Arrival and Dismissal Times
- F. Parent Bulletin Boards and Displays

II. Involvement Activities

- A. Parent Observation
- B. Parent-Led Activities
- C. Other Involvement Activities

REVIEW OF SELECTED LITERATURE

When the caregiver begins to understand the children's parents, he or she must decide the skills and attitudes to foster in parents. Goals of the caregiver should be based upon the interests and skills of the parent and upon the parent's expressed preference. Some parents will be eager to be involved in the classroom as soon as the caregiver can schedule the activity, whereas others will be more reluctant, or even unwilling, to be involved. Some parents might want to hear about the experiences of other parents' involvement before determining their own involvement. For the very reluctant parent, a caregiver should delay scheduling a classroom activity.

The selection of an appropriate activity might be facilitated by having parents indicate on a form specific family interests they may be willing to share at school (Student Handouts #41 and #42). A checklist of family interests might include arts and crafts, cooking, musical instruments, carpentry, travel experiences, ethnic heritage, occupation-related skills, and pets. The willingness of parents to share their skills with children might also be identified on a checklist which includes such things as field-trip driver, equipment construction and maintenance, classroom resource person, storyreader or storyteller, special-food cook, special projects, and home resource provider. Further, parents could indicate on this form their preference for other parental-involvement activities such as participating in parent-teacher conferences or becoming a Parent-Policy Board member; joining study groups or attending specifically listed special events and programs; welcoming home visits and taking part in classroom observation (Nedler and McAfee, 1979).

One of the most common means of communicating with parents is the group meeting. The time when this is most appropriate is at the beginning of the school year. Hymes (1974) suggested that this meeting be led by the caregiver and an honest, direct account of what is to take place during the school year be presented. Specifics to cover include the following:

1. Daily routine
2. Props to illustrate activities from each curricular area (example: An experience chart from the Reading Center)
3. Tour of the room
4. Handout of ways parents can be involved
5. Questions by parents (Hymes, 1974)

For the initial individual meeting between the caregiver and parent, Brophy, Good and Nedler (1975) outlined several orientation goals. Although the role and the format of the initial meeting will vary, these goals will remain the same.

The orientation meeting should:

1. Provide a general orientation to the school facilities and program goals.
2. Provide information about parent activities and the creation of a parent advisory group.
3. Provide a needs assessment to identify parents' interests and/or problems.
4. Include discussion of ways in which parents can help in the home and in school.
5. Demonstrate practical teaching ideas.
6. Provide an opportunity to visit the preschool program.
7. Find a role in the program for the interested parent.

Conferences between parents and caregivers are usually scheduled in both preschool and primary grade programs, and the conference is often the major vehicle for discussing the child's progress. Many caregivers feel very uncomfortable conducting conferences with parents. Often caregivers, uncertain about the best way to begin, worry about discussing problems and generally dislike the whole conference procedure. General considerations for caregivers include the following:

1. Conferences should be looked upon as an invaluable source of information. No one knows the child better than his or her own parent. Behaviors or attitudes that the caregiver has seen in the classroom can often be explained by the parent.

2. Conferences can develop support for what the school is trying to do by encouraging parents to reinforce certain behaviors at home. Examples include giving additional extra help, encouragement, and enrichment experiences in the home.

3. Caregivers can never be totally in control of the situation when dealing with other adults who have their own ideas as to what their role ought to be. The perception of the caregiver can be quite different from that of the parent. For example, some parents may see the conference as a time to check out the credentials of the teacher. This parent feels like an expert monitoring the caregiver's qualifications.

4. Caregivers must acknowledge before they even begin planning for their conferences that parents will behave in ways that reflect differences between them. Some parents will be very knowledgeable about schools, others will not. Some will be comfortable in their parenting roles, others will be uncertain or apprehensive. The message for the classroom teacher is to be realistic. Expect these differences and accept each parent as an individual.

5. Parents are concerned about their children but respond in different ways to this concern. All parents will be interested, and at the same time worried, about what the caregiver will report to them. Some parents have unrealistic expectations for their children and will demand too much. Others will be overanxious. Caregivers must learn to listen to what parents say and be sensitive to the feelings they are communicating (Nedler and McAfee, 1975).

The following ideas will prove helpful in planning the conference:

1. Establish the purpose. It should relate to the needs of the child.

    a. The purpose might be to discuss the progress the child has been making or the developmental abilities you have observed in the classroom. Out of this discussion could come a plan for home-school cooperation.

b. Another purpose might be to find out what kinds of goals, feelings or expectations the parent has for the child. How has the parent assessed the child's performance and progress?

c. An important purpose might be to talk about differences in beliefs or ways the parent and caregiver interact with the child. What kinds of behaviors and attitudes do the parents reinforce? What discipline techniques are used at home?

2. Set up the time and place. Tell the parent the reason for the conference and select alternative dates and times.

3. Identify important materials -- samples of child's work, anecdotal records, observations. Be specific. Be able to relate the child's behavior to the goals of the school program.

4. Evaluate the setting -- Does it ensure privacy. Avoid sitting behind a desk; if there is a table available, arrange to sit beside the parent. If you must use a desk, sit so that chairs are adjacent to one another.

Consider the following procedures when conducting the conference:

1. Extend a warm greeting that communicates respect and appreciation for the effort that has been made to keep the appointment.

2. Begin the conference with a positive statement about the child and try to get the parent to tell you how she or he feels about the child and the school experience. As the parent talks, she or he will begin to feel more comfortable in this new and strange setting, and some anxiety should be reduced.

3. Clarify points you are making by summarizing information and giving the parent time to ask questions. Encourage comments.

4. Be honest, direct and specific in suggestions.

5. Present problems in such a way that they are in perspective. Parents tend to overreact to any problems and may truly not see how critical the problems really are; they may relate that they are having the same problem at home. Have at least tentative solutions; get suggestions from the parent on what you both might do.

6. End on a positive note. Talk about some specific things the parents can do at home with the child. Plans may revolve around goals for the rest of the school year.

7. Make careful notes of discussion, suggestions, and plans for follow-up. You may need to investigate the possibility of special referrals for particular kinds of needs (Hymes, 1974).

Some parents will enjoy and greatly benefit from receiving written communication from the caregiver. Henniger (1977) listed and described the most appealing types of written communication as follows (Figure #30):

1. NOTICES -- one to two paragraphs in length are of interest to all parents. Announcements of an upcoming field trip or the school's holiday program are good examples of this type of message.

2. NOTES -- brief, but more personal in nature generally communicating a single idea. One caregiver sent regular notes (which she called "Happy-Grams") to parents, describing a child's positive accomplishments.

3. LETTERS -- a page or two in length, can address individual parents or be directed toward the group. A letter to an individual parent might describe special activities or assignments to be done at home, while group letters might introduce the caregiver, explain goals, or describe curriculum.

4. NEWSLETTERS -- on a regular basis, can include an array of standing columns -- for example, references to articles of interest, messages from the school administration, or a want-ad section for needed classroom materials or volunteers. Stories, artwork, or descriptions of classroom activities contributed by the children themselves can also help to spark parental interest.

5. PAMPHLETS OR BROCHURES -- additional information of interest. On subjects such as health and safety or toy selection, for example, brochures are available from government agencies, private organizations and school organizations, or they may be created by the individual teacher.

Arrival and dismissal time is a set time for a substantive exchange of child- and family-related issues. This exchange is the most potent and frequent form of parental-involvement activity. During this parent-caregiver interaction, parents often share their personal family/parenting concerns. "How can I get Lee to bed earlier at night?" or "Roberto has trouble sharing at home. Is that also true at school?" These are what is referred to as "teachable moments." The wise caregiver will respond sincerely with accurate information and may offer additional reading material and related information (Student Handout #43). Frequency and quality of the interaction depends on the availability of the caregiver, location of the transition place and the atmosphere created by the caregiver and staff. Goals of this time are to establish trust between parent and caregiver, to provide a consistent time for discussion of child-parent-family topics and to coordinate the child's socialization process.

Parent bulletin boards and displays may be considered time-consuming and of little value. Therefore, they often have low priority in a caregiver's demanding schedule. Research indicates that within every group of parents, some will rely on bulletin boards and displays for parent-school information.

To be useful, parent bulletin boards must be visible, attractive, well-lit, and accessible. Displayed materials must be appealing, legible, relevant, interesting, and the appropriate reading level. "Take away" materials are popular. Appropriate topics include developmental and health information, activities for children and families, child advocacy, child care issues, and announcements of the center's and community events. One way to get parents in the habit of noticing the bulletin board is to use the parent bulletin board to schedule parent-teacher conferences.

Caregivers can plan for parental-involvement activities much as they plan curriculum for young children. At the beginning of the academic year the caregiver roughly "plots out" the types of parental-involvement activities to be organized and will establish time lines for implementing the activities. Preplanning serves as a guideline and an overview of parental-involvement activities that complements information about the parents themselves. The following activities represent the types of strategies a caregiver would use to implement an active parental-involvement program (Nedler and McAfee, 1975).

Observation of classroom activities is one method of direct involvement by parents which may eventually lead to participation. Some parents will feel more comfortable sitting and watching on their first visit, rather than working directly with the children. Hymes (1974) stated that nothing can achieve understanding and support better than having parents observing in the classroom as an everyday affair.

In order to make the observation experience a worthwhile and pleasant visit, the following suggestions are helpful.

1. Encourage parents to observe and greet them warmly upon arrival.

2. Suggest several places where they may feel comfortable to sit and observe.

3. Provide a packet of observation materials for help and information.

4. Give parents an opportunity to ask questions.

5. Thank the parent for coming.

The other form of parental involvement in the classroom is direct participation with the children. Giving the parent an index card which describes the activity they will be assisting with (see card file activity form) will help the parent understand the purpose for the activity and the appropriate teaching methods. Examples of cards to give parents are included in Student Handout #44 and #45.

Nedler and McAfee (1975) have compiled a general list of ways parents can participate in the school program, both directly and at home. This list is located in Student Handout #44. The caregiver who takes the time and effort to plan ways such as these to involve parents will discover the many benefits and joys of parental involvement.

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How to involve parents in early childhood education. Edited by Brigham Young University Press, Provo, Utah, 1982.

Brigham Young University Press
Business Office, 205 UPB
Provo, UT 84602

An excellent compilation of articles dealing with specific aspects of parental involvement.

Millman, J. and Behrmann, P. Parents as playmates. New York: Human Sciences, 1979.

Human Sciences Press
72 Fifth Avenue
New York, NY 10011

For the caregiver needing a good activity guide for parents to use at home with their children.

LEARNING ACTIVITIES

1. Title: Plan a Parent Meeting

   Description: One of the most common means of communicating with parents is the group meeting. The time when this is most appropriate is at the beginning of the school year.

   Directions: Students should be allowed to plan and present a parent group meeting. Planning should include the specifics presented in this unit. Evaluate the experience through classroom discussion.

   Materials: Information from this unit

2. Title: Parent Bulletin Board

   Description: Research indicates that within every group of parents, some will rely on bulletin boards and displays for parent-school information.

   Directions: Prepare a classroom bulletin board for parents of a child care center. Use the suggestions in this unit for preparing and planning. Pamphlets, announcements, schedules of the week, parenting news, and activities in which parents can participate, are all ideas for items to include on the bulletin board.

   Materials: Bulletin board paper, letters and border, pamphlets, schedules, etc.

3. Title: Newsletters

Description: Parents greatly benefit from receiving written communication from the caregiver.

Directions: Allow students to prepare a newsletter. Each student can prepare a different one or they may work in pairs. The letters which have separate small "columns" can be the size of a sheet of mimeograph paper. The columns may introduce the caregivers, tell of upcoming events, announce educational television shows, give home craft ideas, etc. Have a day care director review and make suggestions.

Materials: Mimeograph paper, felt pens

4. Title: Take-Home Activities

Description: Take-home activities can be an extension of parental involvement.

Directions: Have students prepare one take-home activity and allow them to share their ideas in class. The activities should be prepared for the parent to take home for use with the child. If you prepare only one or two sets, you may want parents to borrow the materials like library materials. Some suggestions for activities are open-ended game boards for playing games with any skill that needs practice, folder games, puzzles, etc. Upon completion of the materials, have students exchange activities for clarity of instructions.

Materials: Collect the materials needed for each activity.

VOCABULARY

1. Group Meeting--A meeting conducted by the caregiver for all the parents of the children in the center.
2. Parent-Caregiver Conference--A meeting with the parent or parents of one child. Usually scheduled to discuss the child's progress.
3. Arrival Time--The time when parents are bringing children to school. The caregiver should be available for interaction with parents.
4. Dismissal Time--The time when parents are picking up their children. The caregiver should be available for interaction with parents.

INSTRUCTIONAL AIDS

1. Title: Observation Worksheet

   Description: Student Handout #46 is an example of a worksheet parents may want to fill out while observing children.

   Materials: Copies of the worksheet

2. Title: Bulletin Board

   Description: Refer to Learning Activity #2 for suggestions on preparing a parent bulletin board. Divide students into groups and allow each group to prepare a bulletin board each week. Discuss the ideas on the bulletin board and how they would benefit caregivers in class.

EVALUATION

Title: Written Test

Description: The following questions may be used for evaluation of this unit.

Directions: Indicate whether the following statements are true or false by writing "TRUE" or "FALSE" in each blank.

(FALSE) 1. The goals of a parental involvement program should be based on the interests of the caregiver.

(FALSE) 2. The caregiver should assign classroom activities to each parent at the beginning of the year, even if the parent is reluctant.

(TRUE) 3. Knowing specific family interests will help the caregiver select appropriate activities for the parent.

(TRUE) 4. One of the most common means of communicating with parents is the group meeting.

(FALSE) 5. Some parents benefit more if you tell them about a certain event or activity instead of giving them written communication.

(TRUE) 6. Parent-caregiver conferences are the main way for discussing a child's progress.

(TRUE) 7. Parent conferences can provide support for what the school is doing.

(FALSE) 8. Caregivers are always in total control of the situation when dealing with other adults.

(FALSE) 9. The purpose of a conference should be related to the needs of the caregiver.

(TRUE) 10. The caregiver should always end a conference on a positive note.

Answer the following questions briefly.

1. You are going to attend an initial parent group meeting. While you are there, you are asked to evaluate the meeting. List the specifics that this meeting should include.

   1. The daily routine
   2. Props to illustrate activities from each curricul area
   3. Tour of the room
   4. Handout of ways parents can be involved
   5. Questions by parents

2. Each parent is coming to visit the center. List four things you want to do during this orientation.

   1. Provide a general orientation to the school facilities and program goals.
   2. Provide information about parent activities and the creation of a parent advisory group.
   3. Provide a needs assessment to identify parent's interests and/or problems.
   4. Include discussion of ways in which parents can help in the home and school.
   5. Demonstrate practical teaching ideas.
   6. Provide an opportunity to visit the preschool program.
   7. Find a role in the program for the interested parent.

(Students may include any four of the seven items.)

3. Parent conferences should be looked upon as an invaluable source of information. Why is this true?

   No one knows the child better than his or her parents. Therefore behaviors or attitudes that the caregiver has seen in the classroom can often be explained by the parent.

4. Caregivers must acknowledge before they begin planning for their conferences that parents will behave in ways that reflect differences between them. What are some of these differences?

   Some parents are very knowledgeable about schools, others are not. Some will be comfortable in their parenting roles; others will be uncertain or apprehensive.

5. What are the steps in planning a parent-caregiver conference?

   1. **Establish the purpose**
   2. **Set up** the time and place
   3. **Identify important materials**
   4. **Evaluate the setting**

6. List and describe three types of written communications for parents.

   1. **Notices**--generally no more than one or two **paragraphs long, are of interest to all parents.**
   2. **Notes**--also very brief. **More personal in nature and generally communicate a single idea.**
   3. **Letters--a** page or two in length, can address **individual parents or be directed toward the group.**
   4. **Newsletters**--issued on a regular basis, can **include an array of standing columns.**
   5. **Pamphlets or brochures**--can provide parents **with additional information of interest.**

7. Describe a useful and effective parents' bulletin board. Provide an example.

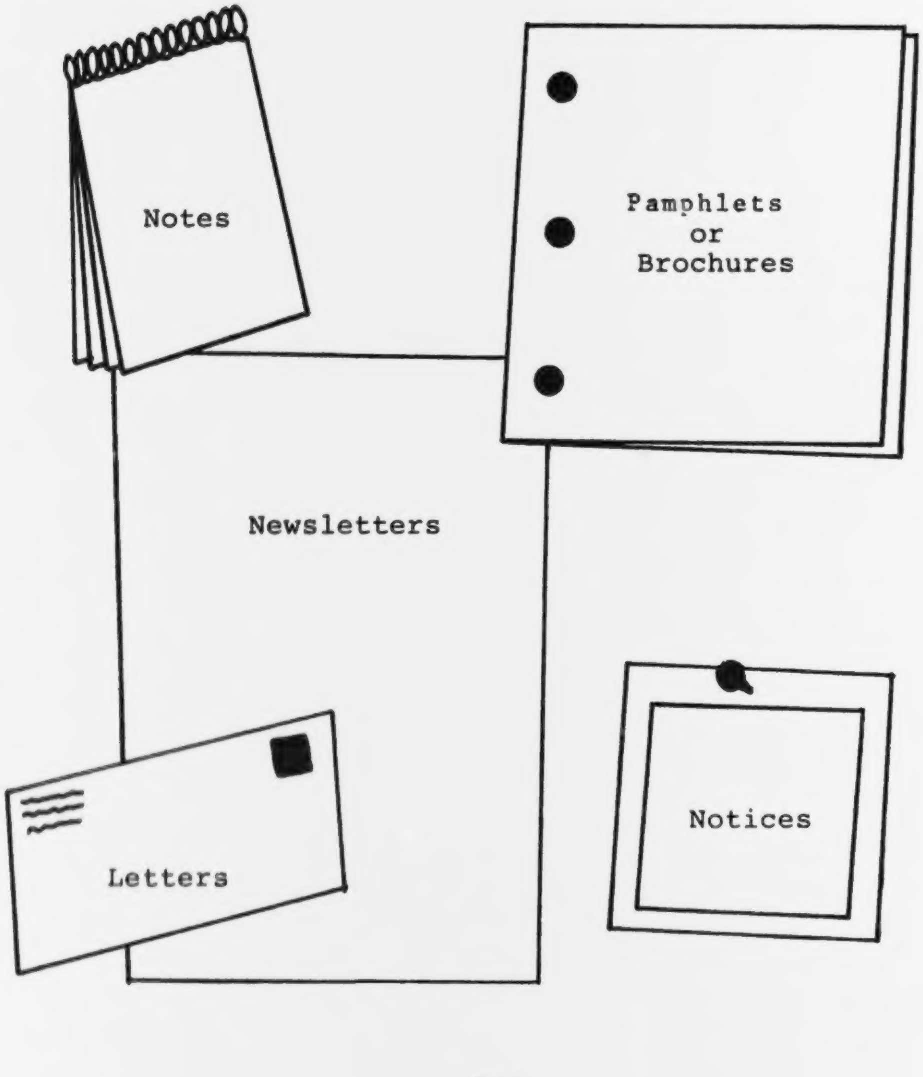
   A parents' bulletin board should be attractive, visible, and well-lit. It should include materials that are appealing to parents and useful to them in everyday living. An example of an effective bulletin board may be to include magazine and newspaper articles relevant to parenting, a copy of the schedule for the week, notes and reminders to parents, and special activities for parents to do at home with their child.

8. Describe an effective observation for parents.

The caregiver should enthusiastically encourage parents to observe and greet them warmly upon arrival. The caregiver should also suggest several places where they may feel comfortable to sit and observe. Provide observation materials such as checklists and forms that may be useful to the parents. The parents should have an opportunity to ask questions and the caregiver should thank the parents for coming.

Figure #30

PUT IT IN WRITING


Notes
Pamphlets
or
Brochures
Newsletters
Letters
Notices

Student Handout #41

Sample Interest and Needs Assessment

Dear Parents,

Central School is planning a program for parents this year, and we want to make it interesting and helpful to you and your family. Your answers to the questions below will help us. We've left some space for you to write in topics or problems we may not have considered.

Check your interest in knowing more about each topic.

How interested are you in learning more about:	Very interested	Somewhat interested	Not at all interested
I. How children grow and learn A. What to expect your child to know and do at different ages.			
B. How parents can help children grow and learn.			
C. How to build children's self-confidence.			
D. How to tell if your child has a growth and development problem and what to do about it.			
II. Health and safety A. Planning and preparing healthful food.			

Sample Interest and Needs Assessment

	Very interested	Somewhat interested	Not at all interested
B. How to keep your child from getting hurt and how to take care of a hurt or sick child.			
C. How to keep your child well--health, habits, exercise, shots, sleep, etc.			
D. How to tell when your child needs to see a doctor.			
III. Helping children learn to get along with others. A. What behavior to expect at different ages.			
B. What to do when children quarrel and fight.			
C. How to teach right from wrong.			
D. How to guide and discipline children--help them learn how to behave.			
E. How to teach respect for other people.			

Student Handbook #41 (cont.)

Sample Interest and Needs Assessment

	Very interested	Somewhat interested	Not at all interested
F. How to express feelings in an acceptable way.			
IV. Helping children with school readiness. A. How to select and use activities (books, games, toys, family outings) to help your children learn.			
B. How to teach children to listen and follow directions.			
C. How to help children enjoy learning.			
D. How to help children improve their language.			
E. How to teach children to think and solve problems.			

Sample Interest and Needs Assessment

	Very interested	Somewhat interested	Not at all interested
V. Family living A. How to plan the day so things go smoothly and you have time to spend with your children.			
B. How to locate good child care.			
C. How to make money go further--buying, repairing, credit, sewing and so forth.			
D. How to meet your personal needs--for talking with other people, encouraging, discussing problems, etc.			
E. Getting along in the family--television, meals, bedtime, sharing, and taking turns.			
F. How to show love, affection, and concern in the family.			

Student Handbook #41 (cont.)

Sample Interest and Needs Assessment

	Very interested	Somewhat interested	Not at all interested
VI. Learning about the world A. Telling your child about sex, death, divorce and other issues we find difficult to discuss.			
B. How to teach your children about their own and other cultures and people.			
C. Explaining about the world in a way children can understand--such as the natural world, things they see on television.			

Some other things I would like to know more about are:

(CIRCLE YOUR CHOICES)

I could attend a meeting on: Monday Tuesday Wednesday Thursday Friday Saturday Sunday

I would like to meet: Morning Afternoon Evening

I would like to meet: Every week Every two weeks Once a month

I have ____ children, whose ages are ______________________________

Please return these questions and answers to Central School as soon as possible. We will let you know the results of our survey.

Thank you,

(Signature)
Program Director
or
Lead Teacher

(Nedler and McAfee, 1979)

Student Handout #42

Interest and Availability Questionnaire for Parents

Dear Parents:

We have talked with many of you about the parent volunteer program at Pueblo School. Now we need to know if you would like to be a volunteer and what things you would be willing and able to do. Please answer the questions below, so that plans can be made to support the school with the use of volunteer work.

Would you be willing and able to be a parent volunteer at Pueblo School this year? Yes No

If no, please explain why not.

If yes, please check where you would like to work.

___In a classroom
___At school, but not in a classroom
___At home
___Other

We have listed below some of the kinds of things parent volunteers do. Please check the ones you think you'd like to do.

_______ Tell the children something about your occupation, hobby, or a special interest (if you check this item, tell us what it is)

_______ Read a story to a small group of children

_______ Help a child write a story

_______ Play some instructional games with children, such as lotto, science, and math games

_______ Help the children with drawing, painting, and other art work

_______ Teach a song or some other musical activity

_______ Supervise children on the playground

Interest and Availability Questionnaire for Parents

_______ Help in the library

_______ Make instructional materials, such as games, puppets, bulletin boards

_______ Save household and industrial discards for use in the classroom (if you check this, list the items you can save)

_______ Go with us on field trips

_______ Help with vision/hearing screening or with classroom assessment

> Note to Reader: We have left this list incomplete so that you can add other items that are important to you. Add enough for parents to have a representative selection from several different kinds of volunteer work.

What are some special skills that you could share with the school and the children, such as typing, cooking, woodworking, speaking a language other than English, playing a musical instrument.

When can you help?

If you cannot help regularly, could you be a substitute when a regular volunteer is sick or has an emergency? Yes ___ No ___

Do you have any comments about the volunteer program?

Name

Address

Telephone

(Nedler and McAfee, 1977)

Student Handout #43

Books to Recommend to Parents

A parent's guide to day care. Originally published by the U.S. Government Printing Office. Reprinted by Mt. Ranier, Md.: Gryphon House, Inc., 1981.

Ames, L. B. and Ilg, F. L. Your two year old, terrible or tender. New York: Dell Pub. Co., 1976. Characteristics of the two-year-old; guidance suggestions; appendices for toys and books, and parents' books.

Ames, L. B. and Ilg, F. L. Your three year old, friend or enemy. New York: Dell Pub. Co., 1976. Characteristics of the three-year-old; guidance suggestions; and appendices for toys and books for the three-year-old, and parents' books.

Ames, L. B. and Ilg, F. L. Your four year old, wild and wonderful. New York: Dell Pub. Co., 1976. Characteristics of the four-year-old; guidance techniques; suggestions for toys, books, and parents' books.

Ames, L. B. and Ilg, F. L. Your five year old, funny and serene. New York: Dell Pub. Co., 1976. Characteristics of the five-year-old; guidance techniques; toy and book suggestions and parents' books.

Ames, L. B. and Ilg, F. L. Your six year old, loving and defiant. New York: Dell Pub. Co., 1976. Characteristics of the six-year-old; guidance techniques; toy and book suggestions and parents' books.

Briggs, D. C. Your child's self-esteem. New York: Doubleday, 1975. Specific ways parents can promote development of a positive self-image in their children.

Brazelton, T. B. Doctor and child. New York: Dell Pub. Co., 1976. Various problems occurring in early childhood (colic, overstimulation, hyperactivity, discipline, toilet training, and sibling rivalry); TV and toys and how to get along with child's doctor; some materials are reprinted articles from Redbook.

Dodson, F. *How to parent*. New York: New American Library, 1970. Parenting from infancy through about age five; suggested toys, books, records, etc.

Ginott, H. G. *Between parent and child*. New York: Avon Books, 1965. A positive humanistic approach for communicating with children so that feelings about self are promoted.

Student Handout #44

Parent-Led Activities

Curricular Area - Science

Title of Activity - Prepare snack - Ironed Sandwiches

Objective - After being given all the ingredients the child will prepare his or her own nutritious snack.

Concept - nutrition

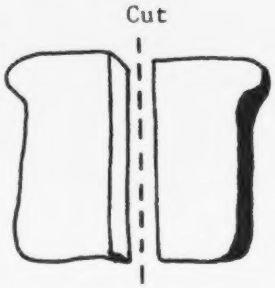
Materials Needed - bread, butter, cheese, waxed paper, iron

Description of Experience - Give each child one piece of bread and allow him/her to butter one side if desired. Turn the bread over and put a piece of cheese on the unbuttered side. Fold the bread in half and wrap in waxed paper. Press the sandwich on both sides until the cheese is melted. Allow the children to do each step themselves, but supervise the use of the iron very closely. You may use recipe cards with this activity (Student Handout #44).

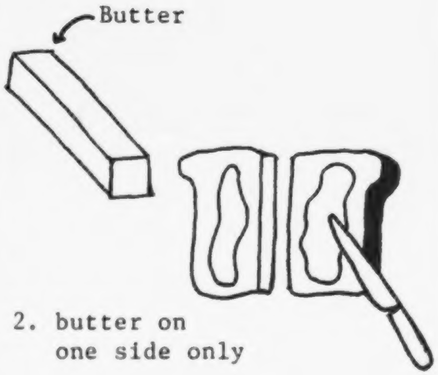
Reference - Veitch, B. and Harmes, T. Cook and learn: Pictorial single portion recipes. Menlo Park, California: Addison-Wesley Publishing Company, 1981.

Student Handout #44

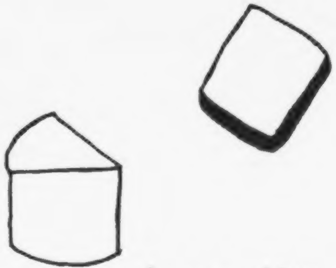
IRONED SANDWICH



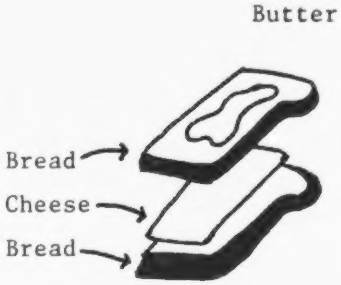
1. one slice whole wheat or white bread



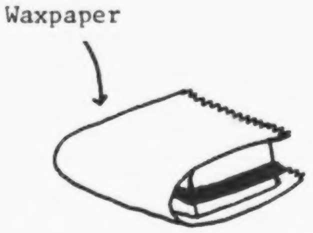
2. butter on one side only



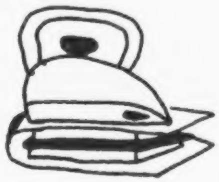
3. one slice cheddar cheese


Butter
Bread
Cheese
Bread

4. make sandwich - buttered sides out



5. fold waxpaper over sandwich



6. iron both sides until cheese melts and bread is brown

Student Handout #45

Parent-Led Activities

Curricular Area - Graphic Arts

Title of Activity - Skillet Drawing

Objective - After being presented with the materials the child will create at least one drawing by melting crayons in a skillet.

Concept - colors

Materials Needed - electric skillet, old crayons, newspaper, construction paper, kitchen utensil

Description of Experience - Heat electric skillet on a low setting. Place a small amount of newspaper in the skillet. Place construction paper over the newspaper. Allow children to draw on the paper with old crayons. Crayons will melt as the children draw. The caregiver should hold paper down with a utensil while children draw.

Student Handout #46

Parent Observation Worksheet

Dear Parent:

We are delighted that you have chosen to observe today. Below you will find observation guidelines that may be helpful. Feel free to take notes on this form.

SOCIAL INTERACTION

The block area is a place where a child can play constructively regardless of his or her social development. The child may play alone, near others or with others. Observe children working with blocks and describe the kinds of social interactions that you see. Indicate the ages of the children.

TYPES OF GROUPING

Solitary (Child plays alone.)

Parallel (Children are near each other but engaged in independent play. They may or may not be talking to each other. Each child's talk is related to his or her own frame of reference.)

Associative (Children are talking together as they work with the same kinds of materials, but they do not organize their activity to accomplish a common goal.)

Cooperative (Children plan and build together; they may or may not talk.)

(Taken from Lindberg and Swedlow, 1980)

Student Handout #46

Parent Observation Worksheet

Dear Parent:

We are delighted that you have chosen to observe today. Below you will find observation guidelines that may be helpful. Feel free to take notes on this form.

CRAYONS

A crayon is an art material closely related to a pencil. Pressure is required in order to make an impression on the paper. The crayon is often held the same way a pencil is held. Observe children crayoning.

Ways the crayon is held:

Use of space (size of paper):

Color(s) selected and how they are used together on the page:

Examine several of the drawings. Identify and reproduce shapes, designs, and symbols in the drawings that are used in creating letters.

(Taken from Lindberg and Swedlow, 1980)

Student Handout #46

Parent Observation Worksheet

Dear Parent:

We are delighted that you have chosen to observe today. Below you will find observation guidelines that may be helpful. Feel free to take notes on this form.

ROLE OF THE TEACHER

Water play is a medium through which children can sharpen the senses of touch, taste, sight, and hearing. The caregiver can play an important role in providing the arrangement and equipment that will encourage this. Observe water play and describe what children did and how the caregiver contributed to the arrangements for the experience.

	What children did related to:	Caregiver role	What else caregiver might have done
Touch			
Taste			
Sight			
Hearing			

CHILD CARE

UNIT: ROUTINES IN CHILD CARE CENTERS

SUGGESTED TIME: ONE WEEK

UNIT: Routines in Child Care Centers

CONCEPT: Use of Routines

GENERALIZATIONS

1. Routines are procedures needed to meet recurring, predictable classroom living needs.
2. Transitional activities are necessary to minimize confusion and conflict in the classroom.
3. Poorly planned transitional activities may result in behavioral problems.

PERFORMANCE OBJECTIVES

Upon completion of this unit, the student should be able to:

1. Plan toileting, sleeping, eating, clean-up, arrival, and departure routines that meet the needs of the children and the classroom living needs.
2. Analyze transitional activities to see if they meet the required criteria for an effective activity.
3. Recognize that poorly planned transitions can cause behavioral problems.

OUTLINE

I. Routine Procedures
  - A. Approaches to Routines
  - B. The Role of the Caregiver
  - C. Transitions

II. Specific Routines
  - A. Arrival and Departure
  - B. Eating
  - C. Toileting
  - D. Clean-up
  - E. Sleeping
  - F. Dressing and Undressing

REVIEW OF SELECTED LITERATURE

Routines are procedures needed to meet recurring, predictable classroom living needs. Routines have many advantages, especially the relief from the constant dilemma of moving a group of children into scheduled changes of activity and location. Another advantage is the security children gain from knowing what to expect (Robison, 1983).

Caregivers tend to think of routines as necessary care-taking procedures unrelated to the curriculum. Essentially, effective routines and procedures free adults and children to relate to each other and minimize confusion and conflict (Schwartz and Robison, 1982). Procedures for routines may be different for each child care center, ranging from maximum independence of children to maximum teacher control. The chart in Figure #31 illustrates the various approaches for routines.

Transitions are those times in the schedule when caregivers and children pass from one place or from one kind of activity to another. Shifts in activity occur every day; therefore, the procedure for these transitions must be carefully planned so children know what they are to do and where they are to go (Hildebrand, 1985).

During transitional periods children are more likely to display behavioral problems. These problems may be due to:

1. Lack of clearly understood rules and procedures.

2. Rules too difficult for children.

3. Lack of sufficient time to shift gears.

4. Lack of sufficient learning of rules or procedures.

5. Procedures which are inefficient.

6. Failure to identify children who need special help.

7. Schedules that are poorly designed.

It is easily understood why behavior problems occur during transitional periods. There is a change from clear structure in an ongoing activity to a new structure which seems to obliterate structures completely. Young children often respond to this with anxiety and feelings of threat. Under stress, they forget the rules and behaviors and regress to more infantile levels. Many times conflicts are generated and handled poorly (Robison, 1983).

Robison (1983) listed several suggestions that may help caregivers establish efficient transitional procedures.

1. Select clear signals as indicators of activity change. Musical clues or songs are very popular indicators.

2. Give children time to finish work in progress, but make it clear that new work should not be started.

3. Arrange options such as "help others," "browse in a book," or "go to a table," where there are objects to handle for a brief activity for children with little responsibility for cleanup.

4. Identify the children who will need help to finish their work on time; they may be less mature, handicapped, or unhappy or out of sorts at the time. Helping these children will save time for the whole group. Some children will need help because of the nature of the tasks they chose, such as fingerpainting or other messy kinds of art work.

5. Remove irresistible temptations.

6. Plan the procedure in sufficient detail so that potential conflict or problem points can be prevented.

7. Consider alternatives to the schedule design. If very active indoor play is immediately followed by very active outdoor play, the children may be too tired, hungry or thirsty to cooperate in good transitional procedures. Balancing the program requires alternating more active periods with more restful ones.

8. Consider the possibility that the transition might not have to be accomplished by all the children at exactly the same time. Changing the number of children working together or modifying the time limitations may lead to a more successful transitional experience.

9. Use knowledge of children to guide decisions about where caregiver help is most needed, which children require individual reminders, or which points in the room are best monitored by caregiver positioning.

10. Consider the value of rotating child monitors daily to move transitional procedures smoothly with interage grouping, or with five- to eight-year-olds.

11. Use caregiver modeling; it is a powerful teaching strategy.

Transitions are smoother on some days than others. Unexpected interruptions, unpredicted schedule changes, the absence of a caregiver, or other changes from the schedules may be causes for trouble. Children, however, learn that schedules cannot always run like clockwork and that people must accommodate themselves to change when necessary (Robison, 1983).

One clue for successful transitional periods is for the caregiver to provide a variety of activities. Using the same fingerplay and song each day discourages children from cooperating. In some settings caregivers move children from one room to another as well as from one activity to another. For children changing location, the caregiver may need to set a pattern or routine for them. Putting something on the floor such as yarn or patterns could be used to set the routine.

A successful transitional activity should prepare the children for what is to follow, meet their needs and interests, be on their developmental level, encourage participation, provide some learning, be enjoyable, include variety, and be of short duration. Include as many of these criteria as possible when selecting transitional activities (Taylor, 1980).

When children are separated from their parents it is natural for them to feel anxious. This feeling, called separation anxiety, appears to be strongest among children ages 10 to 24 months. Beyond this age, children still experience some anxiety, but time and tactful handling by a caregiver will help the parent and child feel comfortable when parting. To make the arrival routine more pleasant for everyone, it is important to introduce the child to school gradually. It is good practice to recommend a visit by the parent and child for the first day and then allow the parent to stay awhile for the next few days. This procedure allows the child to endure separation more easily (Hendrick, 1980).

When children are arriving, the caregiver should greet each child by name and allow children to remove their coats or jackets and place them in their lockers or cubbies (Draper and Draper, 1979). Then the caregiver should aid the children in finding their name tags and putting them on. When the children's parents arrive to take them home, the caregiver should walk over to the child and tell him/her that it is time to leave. The caregiver should greet the parents that come in while the children check their lockers or cubbies for items to take home.

During snacks and mealtimes it is important that caregivers emphasize the value of good food for children. The idea that children are well fed at home is not always valid; therefore, each snack and each meal should be nutritious. Meals and snacks should be well balanced and dessert should be regarded as a nutritional component of the meal, not a reward to be bargained for (Hendrick, 1980).

Children who are too tired, too hungry, or too excited do not enjoy their food; therefore, it is best to have a quiet activity before the snack or meal. After a quiet activity the children should be directed to the bathroom to wash their hands before eating. Using descriptive language as children go to the table may help keep order. You may do this by saying "All those with blue shoes on go first" or "If your name starts with 'B' you may go now." Sometimes the caregiver may want to let the children make choices, such as deciding whether to skip or hop to the table. Decision making will help the children learn to solve their problems and prepare them for making future decisions (Conger and Rose, 1979).

Children should arrive at the table in an orderly fashion, and each child should have a specific place at the table assigned by name tags or symbols (Conger and Rose, 1979). A simple prayer may be said if there are no objections from the parents. The snack or meal should be ready to serve as children arrive at the table. Making children wait for extended periods causes them to be impatient, and behavioral problems may result.

There are several principles concerning eating that caregivers should be aware of when working with young children.

1. Eating away from home can be frightening at first. Children are not sure what the caregiver will do if they do not eat everything; they are unsure of how to respond when they do not recognize some of the food. For this reason very familiar food should be served during the first weeks of school, and children should not be forced to eat.

2. Eating should be a pleasurable experience. Eating together should convey a happy sense of family life to the children. The children should have time to chat and eat. Disciplining should be avoided at mealtime, if possible. Children will enjoy snacks and meals more if they are plain and familiar. Young children are suspicious of casseroles and foods soaked in sauces and gravies.

3. Eating should help a child be independent. Children should be allowed to serve themselves. Hungry teachers may serve the child too much, but if food is passed around the table, each child can take what he or she wants. Children who serve themselves learn the social rule "Take some and leave some."

4. Eating at a child care center can provide situations for learning about new foods. Children may learn to dislike foods if they are forced to eat them, but they should be encouraged to taste everything. One of the best ways to encourage children to try new foods is to allow them to prepare it. Also, the variety of foods to taste should include foods from different ethnic groups.

5. Eating can be a learning experience. The primary purpose of the eating situation is to provide nutrition. But the intellectual experiences should not be ignored. Conversation should be encouraged; children can talk about pets, what they did on the weekend, and what they like to eat best. They can also have an opportunity to talk about more factual information, but caregivers seem to overdo this and forget conversational fluency (Hendrick, 1980).

Caregivers should pay special attention to children with allergies and make sure their snacks are appropriate for them. The caregiver should discuss an allergy with the parent and have written dietary guidelines.

Caregivers also play an important role in establishing toileting routines. Experienced caregivers learn the signs of a child's needing to eliminate, such as holding the genitals or "dancing around." Each child will be different, but it helps the child and saves the caregiver time if he or she can read the signs before an accident occurs (Hildebrand, 1985).

Most children of preschool age will go to the toilet when they feel the need, but an occasional child will need to be reminded. It is better to remind children while washing their hands for lunch or before rest time to use the toilet, instead of lining everyone up at once and insisting that they use the toilet (Hendrick, 1980).

Some children between the ages of two and three years may be fearful of flushing the toilet; therefore, teachers may have to perform the duty at first. Rather than constantly reminding children to flush, it is more effective if the caregiver suggests to the child that it is thoughtful to flush the toilet so that it is fresh for the next person (Hendrick, 1980). Signs located on the child's eye-level in the bathroom may help children to remember important procedures such as flushing, washing their hands, and disposing of paper towels correctly (Student Handout #47).

Caregivers may need to provide guidance to mothers and fathers about the most appropriate clothing. Play pants with elastic waistbands seem to be quicker and easier and may help prevent accidents. When accidents do occur the child should be changed without shaming but without approval. Each child should have an extra set of clothing in his or her locker for this purpose. When possible, it helps avoid embarrassment if children can be changed in private. Once the child is dry, the soiled clothing should be wrapped up and put in a sack to be carried home (Hildebrand, 1985).

A routine of toileting reminders should be established in the classroom. Toileting should be scheduled after breakfast (if served), after playtime, after outdoor play, just before and after lunch (if served), after nap, and after being outdoors in the afternoon. Both indirect and direct guidance are useful in guiding children in toileting routines (Hildebrand, 1985). These strategies can be reviewed in the unit entitled "Guidance."

Cleanup time usually comes at the end of an activity such as indoor play, outdoor play, or after projects in music, art, science, mathematics, or language arts. All the children and adults should help to clean up. The caregiver's role is to teach the children how to clean up. Some children are good at avoiding cleanup tasks and, therefore, this may be a difficult task. Children may say they need to go to the bathroom, that they did not play with anything, or that they have already put away their play materials (Conger and Rose, 1979).

Conger and Rose (1979) listed some guidelines for group cleanup:

1. Everyone helps--The caregiver's willingness to help provides a model for children to follow. Encourage children to take part by showing that you expect everyone to help. Praise good work. Let children know that you will help them if the job is too difficult.

2. Directions should be simple and clear--Clear directions given one at a time while demonstrating your instruction will teach children cleanup skills.

3. Time should be sufficient for the task--Cleanup time should be a part of the schedule. The caregiver may need to cut back on an activity to allow plenty of time for cleanup. When children are learning how to cleanup, do not assign so many things that they become confused and overwhelmed.

Continual cleanup is a cleanup-as-you-go plan, and it requires that the caregiver follow certain guidelines. Conger and Rose (1979) stated these guidelines:

Guideline	Things to do
Return small items to assigned places after use.	Return books to shelf; flannel figures and puppets to storage places; puzzle pieces to puzzle pegs; game pieces, crayons, chalk, and small objects to containers.

Guidelines (continued)

Guideline	Things to do
Protect materials from drying out.	Cover up fingerpaints, clay, and other materials.
Make materials and play or work areas attractive for other children to use.	Roll clay into balls for someone else to use; return art supplies to containers; tidy the art area; tidy other areas if they are uninviting to the children.
Pick up toys that are in the way or in the path of traffic.	Pick up and put in place items such as books, wooden beads, collage pieces, trucks, dolls and blocks.

Day-long child care centers should expect infants and children through the third year to sleep during the day. Four-year-olds and older children should have some rest arrangements made for them, but allowances should be made for those who do not feel like sleeping. In short-day groups the children come later in the morning than in day care; therefore, they can complete their cycle of sleeping at home. If children have had eight, 10, or 12 hours of sleep, they are not in need of much rest by 10:30 in the morning. Afternoon groups may need a more slowly paced program if children come to school without napping in the morning. Caregivers should consider the amount of sleep children are getting at home, balance quiet and active play at school, then decide if there is a need for formal resting (Hildebrand, 1985).

The routine of getting the room ready for rest should be the same each day. Children should be assigned the same place for rest every day and should have their own cots and blankets. Children should be prepared for rest. They should go to the bathroom, and if allowed to remove shoes they should put them under their cots or in their lockers (Conger and Rose, 1979). When the children are settled, the caregiver may want to read a story, sing softly, or play a quiet record. When children awaken they should be allowed to get up. It works best if children are wakened gradually by the activity around them. After they awaken, a staff member may help the children put on their shoes and put away their mats. Activities should be available for the child to choose as he or she is ready (Hendrick, 1980).

Caregivers need to remember that all the different tasks involved in dressing and undressing are difficult for a young child to learn. Directions for dressing and undressing should be simple and should be given one at a time (Conger and Rose, 1979). Caregivers should determine if the child has the necessary skills for dressing; if so, the child should be expected to do the dressing voluntarily as soon as possible (Hildebrand, 1985).

Organizing the routine of dressing before outdoor play will make it easier to accomplish. When children need considerable help it is easier if caregivers sit on low chairs with a group of children around each caregiver. Sitting while helping children with dressing encourages independence because they go to their locker and bring their jackets and shoes to the circle. It also makes guidance more effective because the caregiver is at their eye level, can get their attention more easily, and can see if they are carrying out the guided tasks (Hildebrand, 1985). These 10 ideas provide a guide for helping children dress:

1. Provide children with a locker bearing their name and teach them to put their clothing there.

2. Use oral and physical guidance to encourage independent dressing and undressing.

3. Encourage children to bring outdoor wraps to a circle some distance from the lockers where caregivers, sitting on low chairs, can oversee their dressing.

4. Praise children for becoming independent dressers.

5. Take children outdoors as soon as they are completely dressed as a reward for prompt dressing and to avoid overheating.

6. Explain to children and parents what kind of clothing is best for school activities.

7. Encourage the staff to positively reinforce clothing that is appropriate for school activities, including old garments.

8. Systematize the removal of snowy wraps, the drying of clothing, and the avoidance of puddles.

9. Avoid having children become overheated from wearing too much clothing on warm days.

10. Solicit parental help in removing and in putting on wraps or boots at the beginning and end of the school day.

Routines are a vital part of the daily schedule for young children. Transitional activities lend continuity to the program and give the children an opportunity to adjust to changes in the schedule. The caregiver's knowledge of how to plan and execute each routine can enhance children's feeling of security and make the day run smoothly.

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SUGGESTED READINGS

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Macmillan Publishing Company
866 Third Avenue
New York, New York 10022

An easy-to-read reference which covers each of the routines and the appropriate guidance technique for each.

LEARNING ACTIVITIES

1. Title: Observation

   Description: Routines are an integral part of each day at a child care setting. It is important for the caregiver to notice how routines are handled.

   Directions: Have students observe in a child care setting. They should observe long enough to see routines carried out. As students observe they should record their observations on Student Handouts #48-#53.

2. Title: Making Puppets

   Description: Puppets offer many opportunities to develop transitional activities and easily capture the attention of young children.

   Directions: Students should use the basic hand puppet pattern and their imagination to make puppets (Student Handout #54). Puppets can have such names as "morning greeter," and "sleepy " These puppets can be used to encourage participation in routines. Have each student describe two different ways to use the puppet.

3. Title: Making Posters

   Description: Posting signs at the child's eye level that illustrate the appropriate toileting routines will encourage children to develop proper habits.

   Directions: Using Student Handout #47, draw posters illustrating the toileting routine. Cover with clear contact paper or laminating material and mount at the child's eye-level for use on the bathroom wall in a child care center.

   Materials: Markers, crayons, poster paper, laminating materials

VOCABULARY

Routines--procedures needed to meet recurring, predictable classroom living needs.

Transitions--times in the schedule when caregivers and children pass from one place or from one kind of activity to another.

Separation anxiety--anxiety and stress that a child experiences as a result of being separated from parents.

INSTRUCTIONAL AIDS

1. Title: Transparency

Description: This transparency lists several suggestions that may help caregivers establish transitional procedures.

Directions: Use this transparency when discussing transitions and how to establish transitional procedures (Figure #32).

2. Title: Film - Jenny Is a Good Thing

Description: A film about Head Start children with a focus on food and nutrition. Shows warm feelings among staff and children. It lasts 20 minutes. Available from:

Modern Talking Pictures
45 Rockefeller Plaza
New York, N.Y. 10020

or free from any Head Start Office.

Directions: View this film when discussing the routines of mealtime and snack.

3. Title: Filmstrip

Description: The caregiver must take extra caution when helping children through separation experiences.

Directions: Order the filmstrip, "Entry/Exit," which is included in the series, "Day Care Training Curriculum," from:

Meridian Education Corporation
Library Filmstrip Center
608 E. Locust St.
Bloomington, IL 61701

Use the information provided in the study guide for follow-up activities.

EVALUATION

Title: Written Test

Description: The following questions can be used as a basis for evaluating knowledge of routines.

Directions: Indicate the best answer to the following questions by putting the correct letter in the blank.

(D) 1. Leslie wet her bed during nap time. What should the caregiver do?
   A. Get the janitor
   B. Leave the room
   C. Scold her
   D. Remove bedding and wet clothes and replace with dry ones

(B) 2. Jimmy and Mike are playing with stuffed animals and having a lively conversation during rest time. What should the caregiver do?
   A. Take the toys away with no comment, but give the boys an angry look
   B. Tell them to put the toys on the shelf
   C. Ignore them
   D. Tell them they will not get a snack

(C) 3. As Karen pours milk into her glass, she misses the glass and pours it on the table. What should the caregiver do?
   A. Give her your milk
   B. Go get a sponge
   C. Let her get a sponge to wipe it up
   D. Clean it up

(C) 4. Becky holds out her arms in a position that indicates "Take off my coat." What should the caregiver do?
   A. Take it off
   B. Tell her to take it off herself
   C. Give her guidance of how to unbutton it and take it off
   D. Have an older child remove the coat

(C) 5. David asks the caregiver repeatedly whether he can ring the bell for cleanup. He is so anxious to ring the bell that he does not choose anything or anyone to play with but just stands watching. What should the caregiver do?
   A. Tell him he can't ring the bell unless he gets busy and plays with something
   B. Tell him "I'll see"
   C. Take him to check the assignment chart to see if it is his turn
   D. Give the bell to another child

(B) 6. It is the middle of self-selected indoor play and several trucks have been left in the main path. The caregiver does not see anyone playing with them but they are dangerous because if someone stepped on one he/she could be injured. What should the caregiver do?

A. Make the nearest child pick them up
B. Put them on the shelf
C. Leave them
D. Search for the offending children

Indicate if the following statements are true by putting an X in the blank beside the true statements.

____ 7. It is easier, faster, and better for all concerned if caregivers do the cleanup without the help of children.

(X) 8. Children should be awakened from their naps if they sleep too long.

____ 9. Caregivers can go to sleep when children do, because it is better to have a rested caregiver than a tired one after nap time.

(X) 10. Looking at books is a good nap or rest time activity.

(X) 11. Children require different amounts of sleep at night or rest time.

____ 12. Caregivers do not have to eat the same food as children, especially when dieting.

(X) 13. Self-help skills are important in establishing a child's self-esteem and independence.

____ 14. Self-help skills must be taught directly, so the caregiver needs to allow time for their teaching each day.

(X) 15. If children are required to wait for extended periods of time before beginning the next activity, behavior problems may result.

16. Explain the importance of routines in preschool setting.

Routines are procedures needed to meet recurring classroom needs. Effective routines help free adults from caretaking tasks to relate to children. Routines are important in minimizing confusion and conflict when moving from one curricular area or activity to another.

17. When Miss Roberts' preschool class changed activities during the course of the day, confusion and conflict resulted. The children were confused when directions were given and, therefore, did not follow them. Some children had to wait impatiently for others in the group and some children didn't know what to expect. List five reasons that may be the cause of these problems.

1. **Lack of clearly understood rules and procedures**
2. **Rules being too difficult for children**
3. **Lack of sufficient time to shift gears**
4. **Lack of sufficient learning of rules and procedures**
5. **Inefficient procedures**
6. **Failure to identify children who need special help**
7. **Poorly designed schedules**

(**Students may answer any** five of seven reasons.)

18. What are the criteria for a successful transitional activity? Give one example of a successful transitional activity.

A successful transitional activity should prepare the children for what is to follow, meet their needs and interests, be on their developmental level, encourage participation, provide some learning, be enjoyable, include variety, and be of short duration.

19. List five principles concerning eating that caregivers should be aware of.

1. **Eating away from home can be frightening at first.**
2. **Eating should be a pleasurable experience.**
3. **Eating should help a child to be independent.**
4. **A child care center is a good place to learn new foods.**
5. **Eating can be a learning experience.**

20. What are three benefits children gain from learning self-help skills?

Development of positive self-esteem
Development of independence
Development of fine motor skills

Figure #31

APPROACHES TO ROUTINES

	Maximum child independence	Shared responsibility	Maximum teacher control
Cleanup	Teacher walks around the room and advises children of impending end to the work period; then requests children to begin cleanup.	Teacher announces cleanup and assigns or solicits one child in each area to monitor task.	Teacher gathers children in a circle and assigns cleanup tasks.
Eating	Each child sets own place, serves self, and cleans up.	Children take turns setting tables, serving, and cleaning up.	Teacher sets tables, serves children and cleans up.
Attendance	Without teacher help, children record their own attendance as they arrive.	Children record their own attendance during teacher-supervised attendance period.	Teacher takes attendance by calling names and having children respond.
Toileting	Each child monitors own toileting needs without direction from teacher.	Teacher periodically reminds children to use toilet as needed.	Teacher terminates all classroom activities for bathroom period with children in line for turns.
Sleeping	Each child prepares own cot or mat for sleeping and rests without direction from the teacher.	Teacher and child prepare cots and mats for sleeping; the teacher may remind children it is rest time and they need to lie quietly.	Teacher has assigned places already prepared for child; children are prepared for rest all at one time.

	Maximum child independence	Shared responsibility	Maximum teacher control
Dressing	Each child gets clothing from locker and puts it on without teacher direction.	Each child gets clothes from locker and the teacher directs the child as to how to put it on; the teacher may help with fasteners.	Each child sits in his locker while a teacher comes and dresses him or her to to outside.

(Adapted from, Schwartz, S. L. and H. F. Robison, Designing Curriculum for Early Childhood. Boston: Allyn and Bacon, 1982.)

Figure #32

Establishing Transitional Procedures

1. Select clear signals as indicators of activity change. Musical clues or songs are very popular indicators.

2. Give children time to finish work in progress, but make clear that new work should not be started.

3. Arrange options such as "help others," "browse in a book," or "go to a table," where there are objects to handle for brief activity for children with little cleanup responsibility.

4. Identify the children who will need help to finish their work on time, less mature children, or those who seem to be unhappy or out of sorts at the time. Helping these children will save time for the whole group. Some children will need help because of the nature of the tasks they chose, such as fingerpainting or other messy art work.

5. Remove irresistible temptations.

6. Plan the procedure in sufficient detail, so that potential conflict or problem points can be prevented.

7. Consider alternative schedules. If very active indoor play is immediately followed by very active outdoor play, the children may be too tired, hungry, or thirsty to cooperate in good transitional procedures. Balancing the program requires alternating more active periods with more restful ones.

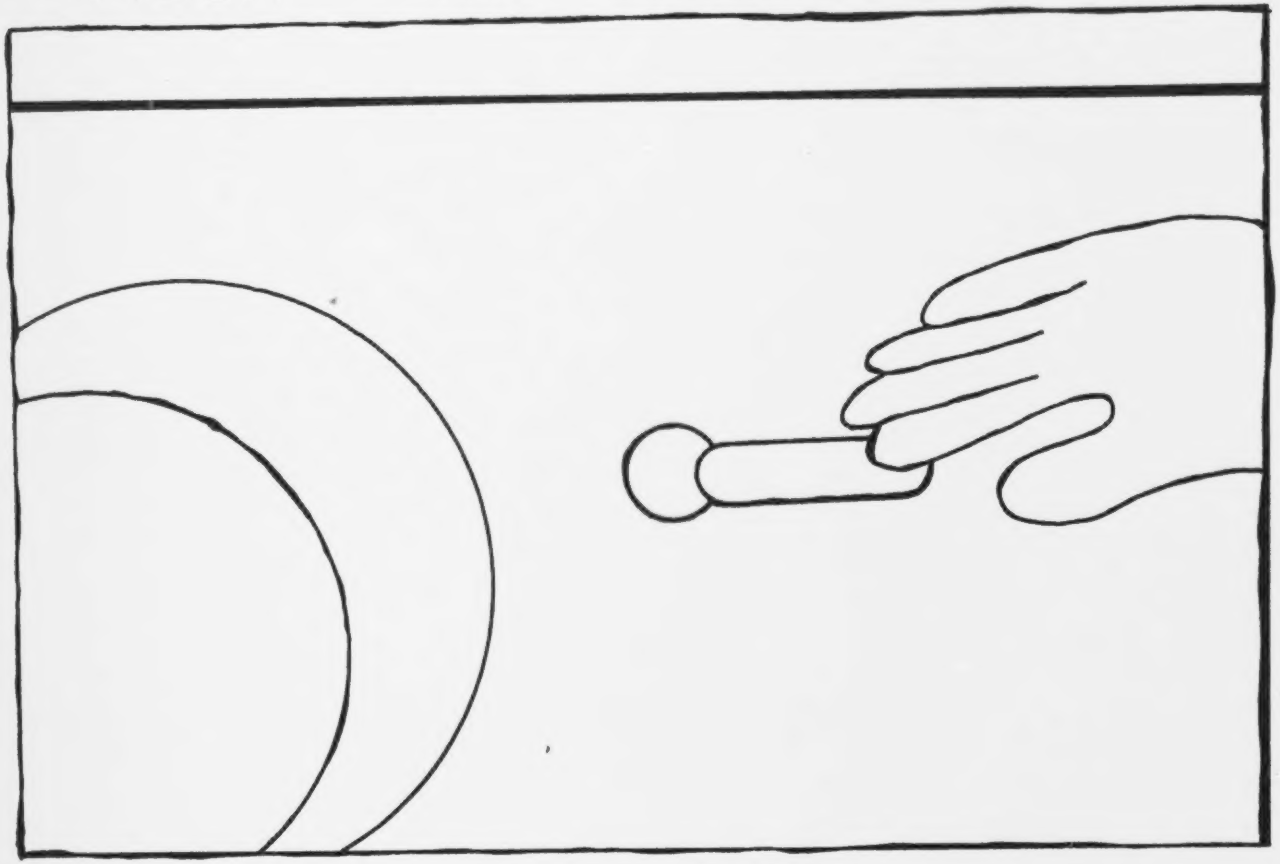
8. Consider the possibility that the transition might not have to be accomplished by all the children at exactly the same time.

9. Use knowledge of children to guide decisions about where teacher help is most needed, children who require more individual reminders, or help and points in the room that are best monitored by teacher positioning.

10. Consider the value of rotating child monitors daily to move transitional procedures smoothly with interage grouping, or with five- to eight-year-olds.

11. Modeling by the caregiver is a powerful teaching strategy.

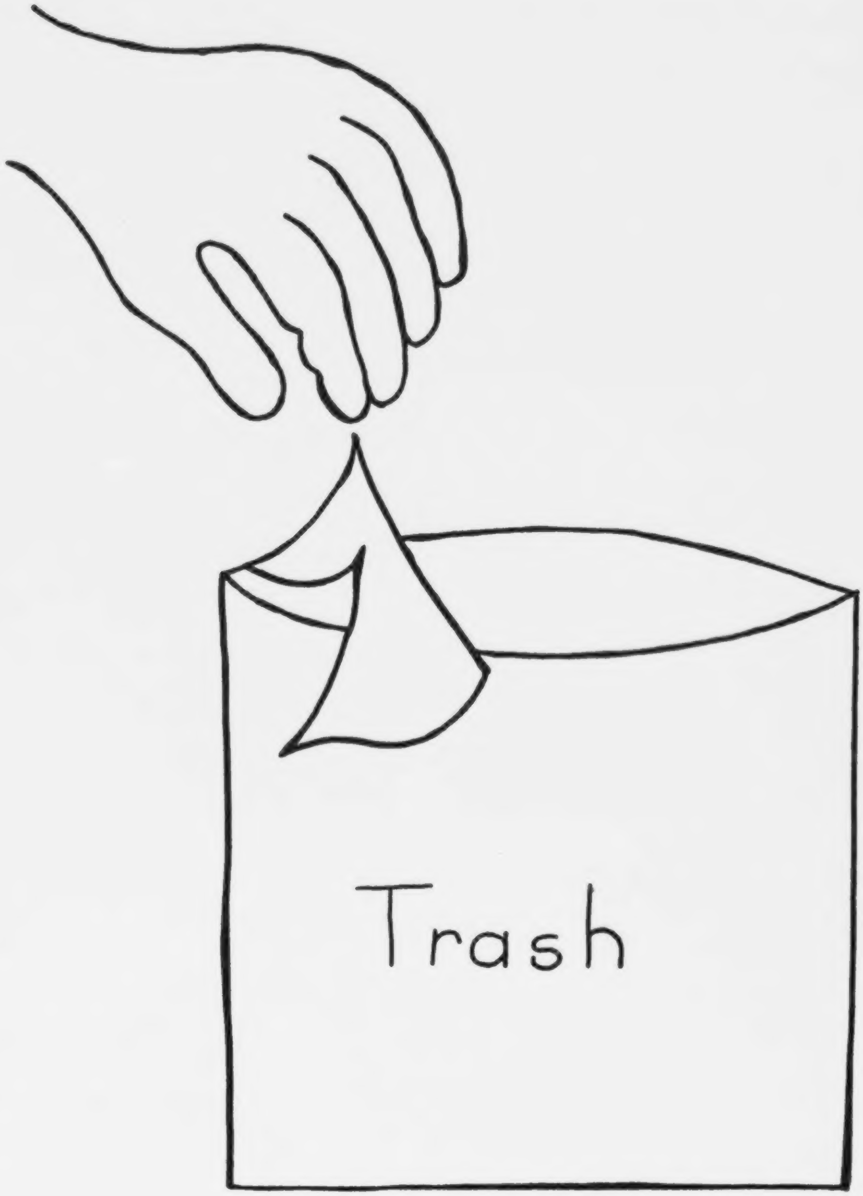
Flush The Toilet



Student Handout #47
Toileting Signs

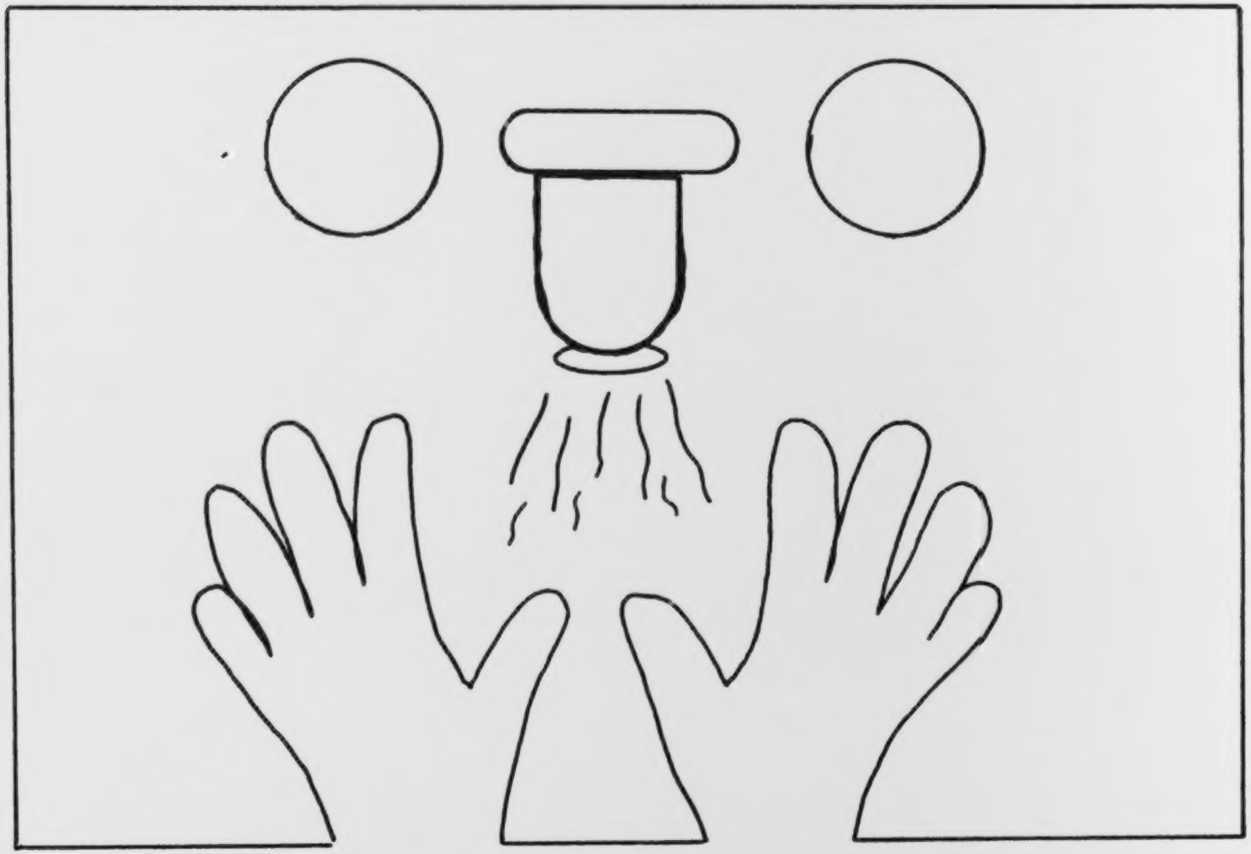
Student Handout #47
Toileting Signs

Throw Your Paper Away



Student Handout #47
Toileting Signs

Wash Your Hands



Student Handout #48

Observing Routines: Handwashing and Toileting

A caregiver's attitude toward handwashing will be reflected in the way he or she sets up the procedure. Whether children do or do not develop independence and positive attitudes toward body care depends upon the caregiver's values.

1. Describe the physical provisions made for handwashing and toileting (including location of facilities, manner of dispensing soap, height of facilities, etc.).

2. Describe how handwashing and toileting are incorporated formally and informally into the program. Describe the teacher's role.

3. Watch one child wash his hands. Describe the entire process.

Student Handout #49

Observing Routines: Snack

Most early childhood settings provide a snack time for children, which can involve the learning of both social and nutritional values. Observe children having a snack and describe the following:

1. What was served?

2. Where was the snack served?

3. How was the snack served?

4. What value did you see in the snack period?

Student Handout #50

Observing Routines: Rest Period

Rest should be an integral part of any program for young children. It becomes especially important in any kind of all-day school. The way in which arrangements are made and the type of supervision given are significant in determining what the quality of rest will be.

Observe in a classroom during a rest period. Find a spot in the room where you will be as inconspicuous as possible. Use the questions below as a guide for your observations.

1. What provision for physical facilities was made to enhance the quality of rest?

2. What behaviors do boys and girls engage in?

3. What does a teacher do to develop a proper atmosphere for rest?

Student Handout #51

Observing Routines: Arrival

The way in which the day begins will often determine how the rest of the day will go. Greeting children and parents upon arrival is an important part of a caregiver's role and is also an important part of the day's program. Observe and record provisions made for children's arrival.

1. What evidence is there that the teacher is ready for the children's arrival?

2. Was there an opportunity for the teacher to talk with the parent (even to say a word or two): a. To get information about the child?

    b. To give or get information about the school?

    c. Describe the exchange.

Student Handout #52

Observing Routines: Departure

There should be continuity between home and school experiences in a child's life. By taking the time to say a few words to a parent about the day, a caregiver is acknowledging the parents' roles in the child's life and is developing continuity between home and school. Observe departure procedures in a classroom.

1. What did the teacher say?

2. What other things might you, as a teacher, communicate to parents? How might you word them?

Student Handout #53

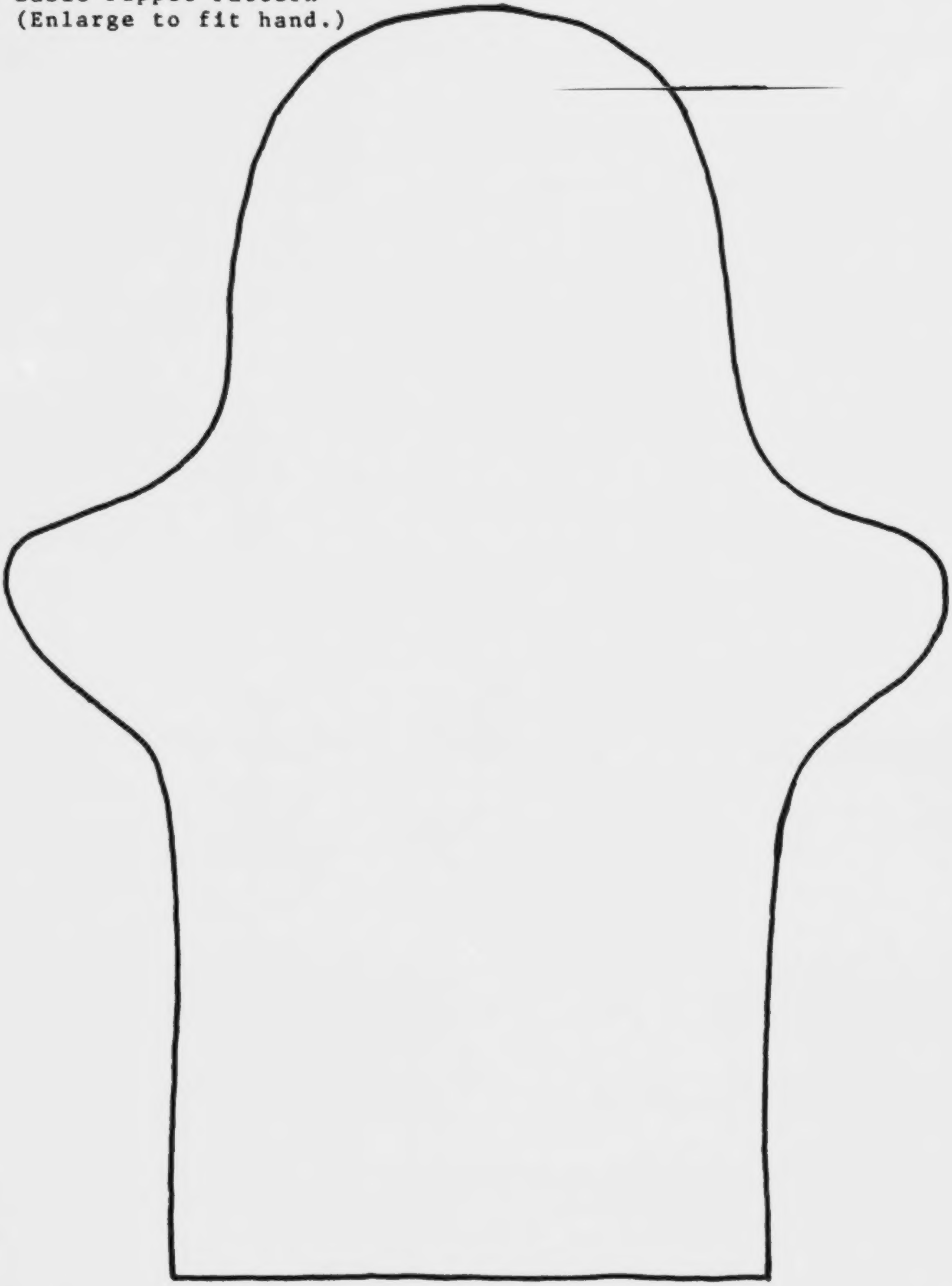
Observing Routines: Cleanup Procedure

Cleanup procedures vary from room to room. Some caregivers expect each child to complete a task by cleaning up when he or she is finished. Others feel that this procedure may discourage a child from using materials. However, these caregivers do consider cleaning up an important habit and a vital learning experience. Observe in a classroom.

1. Which of the points of view described above did the teacher appear to follow? Describe the cleanup process that led you to your conclusion.

2. Describe the role of the teacher.

Student Handout #54
Basic Puppet Pattern
(Enlarge to fit hand.)



CHILD CARE
UNIT: PLANNING THE ENVIRONMENT
SUGGESTED TIME: TWO WEEKS

UNIT: Planning the Environment

CONCEPT: Indoor Environment

GENERALIZATIONS

1. The careful planning of the room arrangement, storage spaces and equipment can facilitate a caregiver's ability to handle the children.
2. The use of learning centers is highly effective in meeting the needs of individual children.
3. The use of a checklist in assessing a room arrangement can alleviate traffic and behavioral problems.

PERFORMANCE OBJECTIVES

Upon completion of the lesson, the student should be able to:

1. Design and draw a floor plan that shows appropriate room arrangement for a specific number of students.
2. Organize materials and supplies for effective learning centers.
3. Evaluate an existing room arrangement using specified criteria.

OUTLINE

I. Planning the Physical Setting
  A. Room Layout
    1. Assessment of Environmental Needs
    2. Methods of Planning
  B. Supplies and Equipment
    1. Selection and Evaluation
    2. Maintenance and Storage
  C. Children's Bulletin Boards
II. Using the Learning Center Approach
  A. Setting Up Learning Centers
  B. The Various Centers

1. Art Center
2. Block Center
3. Dramatic Play Center
4. Mathematics and Science Center
5. Music and Movement Center
6. Woodworking Center

REVIEW OF SELECTED LITERATURE

A good physical environment can enhance positive feelings children have concerning themselves and motivate them to become active in the learning process. The physical facilities and equipment should be carefully planned for the maturity level of the children to be served and allow a wide range of abilities and a variety of growth patterns. Surroundings should be esthetically pleasing and safe (Gilley and Gilley, 1980; Leeper, Witherspoon and Day, 1984).

The careful planning of the room arrangement, storage spaces, and equipment can actually facilitate a caregiver's ability to handle the children. If facilities are carefully arranged, there are many tasks that children will be able to perform in maintaining a neat and orderly environment. One example is the use of boxes or crates with a picture and word of what belongs inside each. A picture of the item may also be placed on the shelf where the piece of equipment is to be stored. When assisting in maintaining an orderly environment, children feel a sense of independence and begin to understand the importance of being a responsible member of a group. When children perform tasks such as these, the caregiver is able to devote more time and energy to other educational endeavors (Hildebrand, 1981).

One method to use when first assessing the classroom layout is a checklist such as the one example which follows. A list such as this can be helpful when beginning a new program or rearranging the setting to alleviate traffic problems or even behavioral problems.

CHECKLIST FOR ROOM LAYOUT

Directions: Evaluate learning space using this list by checking "yes" or "no" where appropriate.

Criteria	Yes	No
1. Is the classroom divided into a variety of learning centers, rather than in straight rows of desks and chairs?	_____	_____
2. Is the classroom an attractive place with a warm, home-like atmosphere?	_____	_____
3. Is there adequate space for children to explore, create, and move freely?	_____	_____
4. Are there storage areas (lockers or cubbies) where each child can put his or her wraps, completed work, or projects and other possessions?	_____	_____
5. Are the toilet and water facilities adequate and convenient for young children?	_____	_____
6. Are the rooms well heated, lighted, ventilated?	_____	_____
7. Can the caregiver easily supervise the entire group at one glance?	_____	_____
8. Are traffic patterns well defined and convenient for both children and caregivers?	_____	_____
9. Are areas for active play placed as far away from areas of quiet play as possible?	_____	_____
10. Have safety precautions been taken in all areas of the classroom? (Are safety covers placed on exposed electrical outlets; are hazardous materials placed out of reach of the children?)	_____	_____
11. Is there an isolation area for ill children?	_____	_____
12. Is there a convenient plan for placing cots in the room for resting?	_____	_____

(Adapted from Hildebrand, 1981; Robison, 1983; Day, 1975)

The caregiver may find that in addition to a checklist, preparing a drawing of the room with labels for large equipment and the basic traffic patterns is helpful in planning the room arrangement.

An equipment and supply list is most useful when planning the classroom environment. Sciarra and Dorsey (1979) provided a comprehensive listing of classroom materials (Student Handout #55). Many items on the list can be donated by businesses, community groups, or even parents.

When evaluating the types of materials and equipment to acquire, it is helpful to ask the following questions:

EVALUATING MATERIALS AND EQUIPMENT

1. Is there a wide variety of materials, supplies and equipment to accommodate different ages, abilities and interests?
2. Are children encouraged to interact with or act upon their environment using open-ended and self-correcting materials?
3. Are children encouraged to supply some of their own materials so that their interests are appreciated and fully incorporated into the program?
4. Are materials available which ensure development of both fine and gross motor skills?
5. Are materials organized and do they have a definite place so that children know where to find them and can put them away immediately after use?
6. Are children free to use the equipment by themselves and do they know how to properly care for the equipment?
7. Are teacher-made and child-made materials, as well as commercially prepared materials encouraged and used?
8. Are all materials both safe and durable?
9. Are concrete and sensory materials available that can be counted, arranged and rearranged?

(Adapted from Day, 1975)

Maintenance of the materials and equipment should be carefully planned by the caregiver and encouraged in the children. Periodically equipment should be checked for damage that could result in physical harm to the children. Metal equipment should be inspected for rust and sharp or jagged edges. Wooden items may require periodic sanding, repainting, and waxing. Plastic items can be easily cleaned with soap and water (Gilley and Gilley, 1980).

Well-designed storage is very often a crucial factor in the proper maintenance of materials and equipment. The following guidelines are helpful in planning storage:

1. Store equipment adjacent to the area where it is to be used.

2. Store blocks on low open shelves which have been labeled with a picture of the block, its name and a piece of poster board cut the exact size and shape of the block.

3. Group puzzles together on wooden or metal puzzle racks. Number puzzle pieces to correspond to the correct puzzle to assist in returning lost puzzle pieces.

4. Store equipment not in use in storage room with shelves.

5. Collect handy storage containers such as:
   Plastic laundry baskets
   Fruit shipping cartons with rope handles
   Coffee cans covered with contact paper
   See-through unbreakable plastic boxes
   Sturdy cardboard boxes
   Plastic tubs, buckets

(Gilley and Gilley, 1980; Flemming and Hamilton, 1977)

Children's bulletin boards should serve as a vital part of the classroom environment. They are considered an important teaching tool that can be used to motivate children to think critically, use their senses, and learn new concepts. Bulletin boards can be planned to enhance learning centers or even serve as a learning center themselves. Cherry (1973) listed guidelines for the preparation of bulletin boards for young children.

1. Design the bulletin board for close-up viewing.

2. Place the bulletin board on the child's eye level.

3. Incorporate a variety of textures into the bulletin board and encourage touching and feeling.

4. Allow children to be involved in the preparation of the bulletin board.

5. Watch as children interact with bulletin boards for clues to attracting elements and effective methods of reinforcing concepts.

6. If classroom bulletin boards are built on the adult's eye level, explore new placements such as suspending the bulletin board from a chalkboard ledge, placing it on a room divider, on the back of a piano, or on the front of a storage closet.

Student Handouts #9 and #23 give examples of effective bulletin boards for young children.

A learning center is a zone in the classroom arranged to accommodate a specific activity or experience (Robison, 1983). The use of learning centers is highly effective in meeting the needs of individual children. The role of the caregiver when learning centers are used will include the preparation of the centers and the guiding of young children in using the materials properly and responsibly. While children use the learning centers, the caregiver should be moving about--observing, conferring, and instructing as needed (Broman, 1978). A description of each learning center and the kinds of materials that can be placed in that center follows. Any combination of the centers listed can provide a stimulating environment for the young child.

Art Center

The art center comprises a wide variety of materials that lead to creativity and the self-expression of young children. The types of media found in this center are those which can be used freely, such as paints, clay, dough, crayons, markers, pens, pencils, and chalk. Although an actual area of the room is ~~designated for art activities, the~~ evidence that children are creating in this center is found throughout the room (Seefeldt, 1980). The "Graphic Arts" portion of this guide gives both a listing of art materials and appropriate art experiences for the young child.

Block Center

Block building is one of the most meaningful tasks young children can engage in. Unit blocks are solid wooden blocks based on a single unit (approximately 1½" X 3" X 5") and should be the primary material of construction. The various shapes (double and quadruple units, ramps, curves, triangles, cylinders, switches, buttresses, and Gothic arches) are possibly the most durable, functional, and creative material in the early childhood education classroom. One of the important points Day (1983) made is to furnish children with enough blocks, for nothing will diminish the value and interest of construction activities more quickly than having an insufficient number of blocks.

As children have enjoyed blocks over the years, the types and sizes of blocks have grown. With the popular interlocking blocks, the basic unit block set, or large hollow building blocks, children can find satisfaction in construction, exploration, and investigation (Hendrick, 1984). The introduction of building boards can lend an exciting new dimension to learning and play.

Hendrick (1984) carefully described the preparation of the area, the procedures during play, and the cleanup routine as follows:

1. Preparation
    a. Sort and arrange neatly; outline shelves.
    b. Provide accessories.
    c. Recall the play of the previous day.
    d. Use blocks outdoors periodically.
2. Procedure
    a. Sit near the building (this may be an incentive to play).
    b. Direct children to build away from the shelves.
    c. Redirect inappropriate behavior; offer suggestions.
    d. Give plenty of time; leave structures up, if possible.
    e. Remind children that the block buildings belong to the one who built them.
    f. Draw diagrams of what the children built and send them home.
    g. Mention mathematical relationships as the children build.
    h. Tidy up as needed.
3. Clean-up
    a. Expect all teachers and children to help in the block area.
    b. Remind children to follow signs to categorize.
    c. Return accessories to their correct place.

Blocks may be the most expensive purchase for the early childhood classroom, other than the furniture. However, with good care, blocks should last at least 10 years. The blocks should be made of hardwood, either elm or maple. Blocks should be kept dry, free of dust, and oiled, waxed, or shellacked to prolong their life.

Dramatic Play Center

The dramatic play center, also referred to as the housekeeping center or homeliving center, is the area of the classroom where the young child is able to creatively dramatize a variety of social roles and engage in a variety of social interactions. The typical equipment for a dramatic play area includes child-sized housekeeping furniture--a refrigerator, stove, sink, dresser, baby bed, cupboard, ironing board, rocking chair and perhaps a floor length mirror. The caregiver rotates a variety of props such as clothes for dress-up (male and female clothes, dresses, pants, shirts, hats, shoes, sleepwear, pocketbooks, purses), cooking props (dishes, pitchers, pots, pans), cleaning props, dolls and a telephone (Day, 1975). In addition to these types of home props, the caregiver may wish to include props focusing on other types of roles such as hairdresser, firefighter, grocery store clerk, or shoe salesperson. Puppets are another welcomed addition to dramatic play; a puppet stage may be constructed by the caregiver and children from a heavy piece of pasteboard. The "Social Studies" portion of this guide gives further suggestions for dramatic play in the classroom.

Mathematics and Science Center

Because many of the same concepts are covered in both the math and science curriculums, these two areas are often included in one classroom center. Science materials include such items as magnets, live animals, insects, fish, and plants. Math materials include such materials as a variety of objects to count, measuring devices, beads, and playing cards. The atmosphere is one of exploration and discovery. A vital part of this center is the inclusion of a sand and water table; there is no better way for young children to gain knowledge of such concepts as conservation of quantity, volume, gravity, and the properties of matter. Appropriate science and mathematics activities and materials are described in the portions of this guide entitled "Science" and "Mathematics."

Reading Center

The reading center, or language arts center, is a quiet area of the classroom where children can relax and look at picture books, listen to stories on the record player or headphones, or browse through magazines and newspapers. Popular additions to a reading corner include a flannel board with cutouts from a favorite story, puppets, and other props designed to extend children's interest in reading. Cushions, carpet squares, or a child-sized rocking chair all invite the young child to enjoy looking at books (Seefeldt, 1980). The reading center is ideally located in the quietest area of the classroom. The "Language Arts" portion of the guide lists materials and learning activities that may be included in the reading center.

Music and Movement Center

A special area of each classroom designed for listening to records, playing musical instruments, dancing, or singing will give children opportunities to explore spacial awareness and the elements of music. Opportunities may be given for the children to make their own musical instruments or even create their own songs and dances. Most young children, if given a few simple directions, are able to work both a record player and tape player by themselves (Seefeldt, 1980). Special props such as scarves, bean bags, crepe paper streamers, or hats will add excitement and creativity to the children's movement development. Additional music and movement activities are described in the portions of this guide entitled "Music" and "Movement."

Woodworking Center

Woodworking or carpentry for the young child is engaging in purposeful play and work that involves the use of the hands, solving problems, and developing mathematical concepts. Constructing materials of cardboard and wood provides the opportunity to create abstract and fanciful structures (Day, 1983). The most important role of the caregiver when setting up a woodworking center is that of careful supervision. An elaborate woodworking bench is not necessary for a successful woodworking area, but children do need good equipment that works (Seefeldt, 1980).

WOODWORKING SUPPLIES

Tools

Hammer (7 oz. claw)
Screwdrivers (4")
"C" clamps (4")
Nails
Screws
Ruler
Band drill and bits
Wire cutter
Sawhorse

Materials

Wood scraps
  Soft white pine
  Plywood
Cardboard
  Tri-wall
  Large posterboard boxes
Sandpaper
Broom
Dustpan
Rags

(Day, 1975)

Hendrick (1984) offered suggestions for the presentation of a woodworking center.

1. Preparation
   a. Check the wood supply. A lumber yard will often donate scraps of wood just the size you need.
   b. Decide on accessories such as spools or bottle caps for added interest.
   c. Assemble wood, tools, supplies, and a pencil for labeling products.
   d. Arrange tools and materials so that they can be easily reached by the children.

2. Procedure
    a. Decide how many children can be supervised at one time.
    b. Help children upon request. Teach tool safety.
    c. Be alert to misuse of tools; be prepared to intervene swiftly.
    d. Encourage children who work hard at very difficult tasks.
    e. Label finished products.
3. Cleanup.
    a. Replace tools and wood scraps to their storage area.
    b. Place children's work in cubbie.

The caregiver who carefully plans the physical environment for young children will not only be creating a rich learning experience, but will also be making her job easier and more pleasant. Children who are actively engaged in learning activities are less likely to cause behavioral problems. In an environment planned using the learning center approach, the children will gain initiative and self confidence in their ability to function independently.

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NAEYC
1834 Connecticut Avenue, N. W.
Washington, D. C. 20009

A very helpful paperback for planning the use of space in a classroom. Available from NAEYC for a nominal cost.

Hohmann, M., Banet, B. and Weikart, D. P. Young children in action: A manual for preschool educators. Ypsilanti, Michigan: High Scope Press, 1979.

The High/Scope press
High/Scope Educational Research Foundation
600 North River Street
Ypsilanti, MI 48197

Contains a well-organized and easy-to-read chapter entitled "Arranging and Equipping the Classroom."

Cherry, C. Nursery school bulletin boards: Extending the learning environment. Belmont, California: Fearon, 1973.

Fearon Publishers, Inc.
6 David Drive
Belmont, CA 94002

An excellent resource for students who are planning and preparing bulletin boards for young children.

LEARNING ACTIVITIES

1. Title: Draw floor plan

Description: The careful planning of the room arrangement, storage spaces, and equipment can actually facilitate the caregiver's ability to handle the children.

Directions: Have students draw a basic plan to scale for an early childhood classroom showing traffic patterns, arrangement of large furniture, and arrangement of learning centers.

Materials: drawing paper, ruler, drawing utensils

2. Title: Guest speaker or licensing worker

Description: It is important for the caregiver to know the space requirements for young children for safety and licensing purposes.

Directions: Invite a licensing worker (Department of Health and Human Services) to come and describe the licensing standards for the early childhood classroom. Make sure he or she discusses space requirements and other environmental factors.

Materials: none

3. Title: Planning a learning center

Description: The use of learning centers is highly effective in meeting the needs of individual children. The caregiver should plan learning centers that use space efficiently.

Directions: Have students choose a specific learning center and plan the arrangement of materials. The student should sketch it out on paper and then describe it to the class. Have students exchange plans and evaluate one another's.

Materials: Drawing paper, drawing utensils

VOCABULARY

1. Traffic patterns--The route most used by children and caregivers to move from one area to another.
2. Unit blocks--Solid wooden blocks based on a single unit approximately 1½" X 3" X 5". They have various shapes such as double and quadruple units, ramps, curves, triangles, cylinders, switches, buttresses, and Gothic arches.
3. Learning center--A zone in a classroom arranged to accommodate a specific activity or experience.

INSTRUCTIONAL AIDS

1. Title: Bulletin Board

Description: Being able to plan the room arrangement of an early childhood classroom that will use space efficiently. will aid the caregiver in other areas of planning.

Directions: Plan a bulletin board as a class project. Use the bulletin board as the floor of the early childhood classroom. Draw furniture and supplies on construction paper and cut them out to arrange on the bulletin board as you would for a classroom or cut pictures out of supply catalogs. Arrange learning centers and supplies and mark traffic patterns on the bulletin board. Discuss why the room should be arranged this way and decide how many children it will accommodate. You may want to divide the class into groups and let each group do a different arrangement.

Materials: Scissors, construction paper, stapler, felt tip markers, supply catalogs

2. Title: Word Search

Description: Use the word search as practice in recognizing terms pertaining to the planning of the indoor environment.

Directions: Give each student a copy of Student Handout #58 to complete. To make a game out of it you might want to time the students to see who can find the most words.

Materials: Copies of Student Handout #56

3. Title: Brochures

Description: Safety is an important concept for both caregivers and children to be conscious of.

Directions: "Child Safety" brochures can be ordered at a nominal cost from:

Gerber Products Company
Medical Marketing Services
Fremont, MI 49412

Other good handout materials are available from parish Extension Offices.

EVALUATION

Title: Written test

Description: The following questions may be used as a basis for evaluation.

Directions: Answer the following questions by using the information given in this unit.

Indicate whether the following statements are true or false by putting TRUE or FALSE in the blanks beside each statement.

(TRUE) 1. A good physical environment can enhance the positive feelings that children have for themselves.

(TRUE) 2. The maturity level of the children to be served should be considered when planning the physical facilities.

(FALSE) 3. Children should not be involved in the maintenance and care of materials and supplies.

(FALSE) 4. When the learning center approach is used in early childhood classrooms, the caregiver should supervise each center strictly.

(FALSE) 5. The block center should not be overstocked with blocks because this causes too much clutter and they get in the children's way.

(FALSE) 6. Even though the math and science centers cover many of the same concepts, they should not be combined in an early childhood classroom.

(TRUE) 7. The woodworking center involves the child in solving problems and developing mathematical concepts.

(TRUE) 8. Children who are actively engaged in learning activities are less likely to be behavior problems.

9. Describe five of the criteria for assessing the room layout of an early childhood classroom.

    1. **Is the classroom divided into a variety of learning centers, rather than in straight rows of desks and chairs?**

    2. **Is the classroom an attractive place with a warm, home-like atmosphere?**

    3. **Is there adequate space for children to explore, create, and move freely?**

    4. Are there storage areas (lockers or cubbies) where each child can put his or her wraps, completed work, or projects and other possessions?

    5. Are the toilet and water facilities adequate and convenient for young children?

    6. Are the rooms well heated, lighted, ventilated?

    7. Can the caregiver easily supervise the entire group at one glance?

    8. Are traffic patterns well defined and convenient for both children and caregivers?

    9. Are areas for active play placed as far away from areas of quiet play as possible?

    10. Have safety precautions been taken in all areas of the classroom?
    (Are safety covers placed on exposed electrical outlets; are hazardous materials placed out of reach of the children?)

    11. Is there an isolation area for ill children?

    12. Is there a convenient plan for placing cots in the room for resting?

10. Describe two methods caregivers may use to assess room arrangement.

The caregiver may use a checklist to evaluate the arrangement of the room. Also preparing a drawing of the room, labeling large equipment and the basic traffic patterns will help the caregiver plan the room arrangement.

11. You are planning the room arrangement and storage space of a new day care center. What are five suggestions for storage that you would consider?

    1. Store equipment adjacent to the area where it is to be used.

    2. Store blocks on low open shelves which have been labeled with a picture of the block, its name, and a piece of posterboard cut the exact size and shape of the block.

    3. Group puzzles together on metal or wooden puzzle racks.

    4. A storage room for shelves is ideal for holding equipment and materials which are not presently being used.

5. Use handy storage containers such as plastic laundry baskets, fruit shipping cartons, unbreakable plastic boxes, and coffee cans.

12. Describe the procedure for play in the block center.

    a. Sit near the building (this may be an incentive to play).

    b. Direct children to build away from the shelves.

    c. Redirect inappropriate behavior; offer suggestions.

    d. Give plenty of time; leave structures up, if possible.

    e. Remind children that the block buildings belong to the one who built them.

    f. Draw diagrams of what the children built and send them home.

    g. Mention mathematical relationships as the children build.

    h. Tidy up as needed.

13. Describe the equipment for a dramatic play center.

The typical equipment for a dramatic play center includes child-sized housekeeping furniture--a refrigerator, stove, sink, dresser, baby bed, cupboard, ironing board, rocking chair, and perhaps a floor length mirror. The caregiver should rotate a variety of props such as props for dress-up, cooking props, cleaning props, and dolls.

14. You are planning the indoor environment of an early childhood classroom. Each learning center has to be planned and set up. Describe how you would set up the math and science center. Describe the materials and equipment you will use and the arrangement.

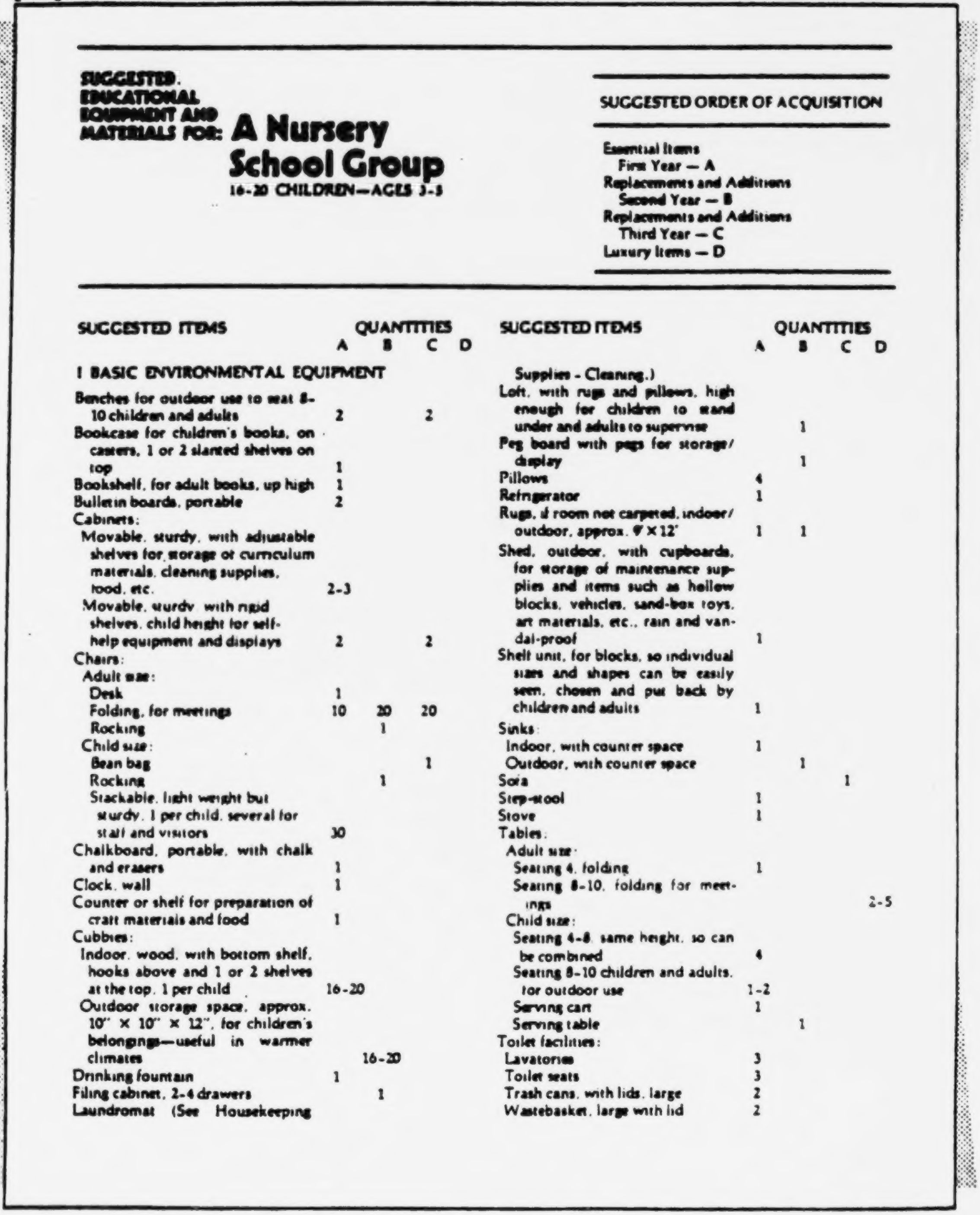
(Answers will vary.)

15. Describe the benefits of a well-planned indoor environment for young children.

A good physical environment can enhance children's positive feelings concerning themselves and can motivate them to become active in the learning process. The careful planning of the room arrangement, storage spaces, and equipment can actually facilitate a caregiver's ability to handle the children.

Student Handout #55

Equipment and Materials List



SUGGESTED EDUCATIONAL EQUIPMENT AND MATERIALS FOR: **A Nursery School Group**
16-20 CHILDREN—AGES 3-5

SUGGESTED ORDER OF ACQUISITION

Essential Items
First Year — A
Replacements and Additions
Second Year — B
Replacements and Additions
Third Year — C
Luxury Items — D

SUGGESTED ITEMS	QUANTITIES A	B	C	D
I BASIC ENVIRONMENTAL EQUIPMENT				
Benches for outdoor use to seat 8-10 children and adults	2		2	
Bookcase for children's books, on casters, 1 or 2 slanted shelves on top	1			
Bookshelf, for adult books, up high	1			
Bulletin boards, portable	2			
Cabinets:				
Movable, sturdy, with adjustable shelves for storage of curriculum materials, cleaning supplies, food, etc.	2-3			
Movable, sturdy with rigid shelves, child height for self-help equipment and displays	2		2	
Chairs:				
Adult size:				
Desk	1			
Folding, for meetings	10	20	20	
Rocking		1		
Child size:				
Bean bag			1	
Rocking		1		
Stackable, light weight but sturdy, 1 per child, several for staff and visitors	30			
Chalkboard, portable, with chalk and erasers	1			
Clock, wall	1			
Counter or shelf for preparation of craft materials and food	1			
Cubbies:				
Indoor, wood, with bottom shelf, hooks above and 1 or 2 shelves at the top, 1 per child	16-20			
Outdoor storage space, approx. 10" × 10" × 12", for children's belongings—useful in warmer climates		16-20		
Drinking fountain	1			
Filing cabinet, 2-4 drawers		1		
Laundromat (See Housekeeping Supplies - Cleaning.)				
Loft, with rugs and pillows, high enough for children to stand under and adults to supervise		1		
Peg board with pegs for storage/display		1		
Pillows	4			
Refrigerator	1			
Rugs, if room not carpeted, indoor/outdoor, approx. 9' × 12'	1	1		
Shed, outdoor, with cupboards, for storage of maintenance supplies and items such as hollow blocks, vehicles, sand-box toys, art materials, etc., rain and vandal-proof	1			
Shelf unit, for blocks, so individual sizes and shapes can be easily seen, chosen and put back by children and adults	1			
Sinks:				
Indoor, with counter space	1			
Outdoor, with counter space		1		
Sofa			1	
Step-stool	1			
Stove	1			
Tables:				
Adult size:				
Seating 4, folding	1			
Seating 8-10, folding for meetings				2-5
Child size:				
Seating 4-8, same height, so can be combined	4			
Seating 8-10 children and adults, for outdoor use	1-2			
Serving cart	1			
Serving table		1		
Toilet facilities:				
Lavatories	3			
Toilet seats	3			
Trash cans, with lids, large	2			
Wastebasket, large with lid	2			

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Student Handout #55

Equipment and Materials List

SUGGESTED ITEMS	QUANTITIES			
	A	B	C	D
II GENERAL MAINTENANCE INDOOR/OUTDOOR				
Broom, push, heavy duty for outside	1			
Bucket, large		1		
Carpentry tools (See Building and Construction.)				
Electrical extension cord and plug, heavy duty	1			
Hardware kit: nails, nuts, bolts, sandpaper, screws, staples, washers, etc.	1			
Iron, electric	1			
Ironing board		1		
Ladders:				
Extension			1	
Stepladder		1		
Stepstool	1			
Lawn mower, hand or power, if needed	1			
Light bulbs	6	6	6	
Painting supplies: alcohol, brushes, paint, shellac, turpentine, varnish (items accumulated)	X	X	X	
Plunger	1			
Power tools, set				1
Rakes:				
Garden	1			
Leaf		1		
Rope, 4' to 8'	1			
Shovel or spade	1			
Trash cans with tight fitting lids	1	1		
Trash bins			1	
Trouble light				1
Twine, cone	1		1	
III HOUSEKEEPING SUPPLIES				
Cleaning and Laundry:				
Alcohol, qts.	2	2	2	
Brooms:				
Push	1		1	
Regular	1			
Brushes:				
Bottle	2	2	2	
Counter	1			
Toilet	1			
Cleansers:				
Glass cleaner, can	1	1	1	
Scouring powder, cans	12	12	12	
Sterilizing solution, bottles	2	2	2	
Cloths:				
Cleaning	6	2	2	
Dish	4	1	1	
Dishpan	2			
Drying rack, folding	1			
Fly swatter	1			
Garbage can with lid	1			
Iron (See General Maintenance, Indoor/Outdoor.)				
Ironing board (See General Maintenance, Indoor/Outdoor.)				
Laundromat, clothes washer and dryer (access to)				
Mops:				
Dust	1			
Wet	1		1	
Pails	2			
Plunger (See General Maintenance, Indoor/Outdoor.)				
Soap:				
Bar, doz.	3	3	3	
Flakes, box	3	3	3	
Liquid, qt.	1	1	1	
Powdered, box	3	3	3	
Sponges, several sizes	6	2	2	
Strainer, sink	1			
Toilet paper, rolls	24	24	24	
Toilet protective tissue covers and dispenser, pkgs.				3
Towels:				
Bath, each child brings own	X	X	X	
Dish	8	2	2	
Hand	12			
Paper, case of 3,000	4	4	4	
Vacuum cleaner if floor is carpeted	1			
Wastebaskets:				
Large, with covers	2			
Small, with covers	1	1		
Sewing:				
Buttons, assorted	25	15	10	
Cloth, variety of odds and ends	X	X	X	
Iron (See General Maintenance, Indoor/Outdoor.)				
Ironing board (See General Maintenance, Indoor/Outdoor.)				
Needles, assorted package	1		1	
Pins, roll	1		1	
Scissors and shears (See Creative Arts.)				
Sewing machine				1
Tape measure	1			
Thimbles	2			
Thread, black and white	2			
String, ball	1		1	
Yarn, ball	2		2	
IV HEALTH AND SAFETY				
First Aid Supplies:				
Cots and cotton blankets	3			
First aid cabinet stocked in accordance with individual school regulations or with the following items:	1			
Band-Aids, boxes	2	2	2	
Ice pack	1			
Medicated soap, bars	2		2	
Merthiolate, Tincture of, or bottle of comparable disinfectant, 6 oz.	1		1	
Sterile gauze, rolls	2		2	
Tweezers	1			
Handkerchiefs, paper, small hospital size, boxes	12	12	12	
Rugs, if floor is uncarpeted, washable, 27" × 48" or towels from home	X	X	X	

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Student Handout #55

Equipment and Materials List

SUGGESTED ITEMS	QUANTITIES A	B	C	D
IV HEALTH AND SAFETY				
Soap, liquid (See Housekeeping Supplies.)				
Toilet paper (See Housekeeping Supplies.)				
Towels, paper, junior size, pkg. of 150	10		10	
Food Preparation and Service:				
Food and cooking are considered part of the education program for children and adults, as well as serving nutritional needs. Health standards and regulations must be observed. Items* are suggested only for schools which serve hot meals daily.				
Blender*		1		
Bottle opener	2	2	2	
Bowl scrapers, various sizes	2		2	
Bowls:				
Serving, unbreakable, assorted sizes	3			
Soup-cereal, plastic	24			
Soup, paper, for special foods or events			36	
Sugar	2			
Cake pans, unbreakable	4			
Canisters, or other food containers, with lids	6			
Can openers:				
Electric	1			
Hand	1		1	
Coffee maker	1			
Colander	1			
Cookie:				
Cutters, assorted sizes, special shapes for holidays	8			
Decorator			1	
Sheets	4	1	1	
Corn popper, hand or electric			1	
Cups:				
Coffee, unbreakable, for adults	6			
Dispenser for paper cups			1	
Hot drink, disposable	48	48	48	
Paper, flat bottom, to fit dispenser, box of 100	6	6	6	
Cutlery:				
Forks:				
Heavy plastic, reusable, for special events			60	
Long handled	2			
Salad, stainless steel, for children and adults*	36			
Serving	3			
Knives:				
Bread	1			
Butcher	1			
Dinner, heavy plastic, reusable, for special events			60	
Paring	2	2		
Stainless steel, for children and adults	12-20			
Spoons:				
Coffee-dessert, heavy plastic	36			
Cooking, with long handles, unbreakable	3			
Serving	6			
Soup, stainless steel	6			
Teaspoons, stainless steel*	36			
Deep fat fryer				1
Double boiler*	2			
Egg beater, hand	1			
Electric mixer*	1			
Extension cord	1			
Flour sifter	1			
Fry pans:				
Electric	1			
Regular, 6", 8", 10", 12"*	2	2		
Funnels:				
Large	1			
Small		2		
Glasses, unbreakable				
Large	6			
Small, 6 oz.	24-36			
Grinder*		1		
Hot pads	4	2		
Hot plate, electric—stove if full day	1			
Ice cream freezers				
Electric				1
Hand				1
Ladles	2			
Measures:				
Bowls, nesting set, unbreakable	3			

Student Handout #55

Equipment and Materials List

SUGGESTED ITEMS	A	B	C	D
Cups, unbreakable, sets	2			
Spoons, sets	2			
Napkins, paper, buy in quantity	X	X	X	
Oven, portable, if no stove available		1		
Pepper grinder		1		
Pepper shakers	1			
Pie pans, unbreakable	6			
Pitchers, unbreakable:				
Cream	1			
Pt. size	4			
1-2 qt. size	3			
Plates:				
Dessert, paper	48		48	
Dessert, plastic, 1 per person plus several for guests*				36
Dinner, heavy plastic*	36			
Dinner, paper	36			
Serving, assorted sizes	4	2		
Pot holders	4			
Rolling pins, additional ones for children's use	2			
Salad bowl and servers*	1			
Salt shakers, incl. one for stove	4			
Sauce pans, 1 qt., 2 qt., 4 qt., 6 qt., with lids*	4			
Serving cart (See Basic Environmental Equipment.)				
Sieves				
Large	1			
Small	1			
Spatulas, assorted sizes	3			
Storage containers:				
Freezer*	2			
Refrigerator	4			
Tablecloths, plastic, to be used for meals or cooking activities, one for each table	X			
Table mats, plastic, if desired		24		
Teakettle	1			
Tongs	1			
Trays, assorted sizes	6			
Vegetable peeler	1			
Warming tray, electric			1	
Resting Facilities: (If desired.)				
Cots, aluminum frame, washable canvas, stackable	X	X	X	
Blankets, cotton:				
Each child brings own	X	X	X	
Available for emergencies (See First Aid above.)				
Resting mats	X	X	X	
Room dividers	X	X	X	
Sheets, cot size	X	X	X	
V AUDIOVISUAL EQUIPMENT				
Films and film strips (access to)				
Filmstrip projector		1		
Headphones				2-4
Jack for headphones				1
Movie and sound projector (access to)				
Record player (See Music.)				
Records (See Music.)				
Slide projector (access to)				
Slides (access to)				
Tape recorder	1			
Tapes or cassettes for listening and recording	2	1	1	
VI APPARATUS FOR PHYSICAL ACTIVITY				
Balance beam with supports		1		
Balls	4	1	1	
Barrels	1		1	
Bean bags	4	2		
Bicycle pump		1		
Boards:				
Resilient, for jumping	2		1	
Plain, 6'-8'	3		2	
Cleated, 4'-6'	1	1		
Boxes, large, scrounged	2			
Bridges, set of nesting, metal sawhorse type, set		1		
Climbing structures: old tires, empty electrical reels, concrete culvert units	2		1	
Crates, packing boxes	1	1	1	
Digging hole	1			
Dollies, hand	1	1		
Fences, portable, 6' lengths		3		
Hoops, 18" to 24" in diameter		3		
Hose, length as needed	1			
Ladder, lightweight, sturdy for children, 4' to 6' high	1			
Net, sturdy, for climbing		1		
Pails, assorted sizes	3		2	
Platform with railing, ladder, sliding pole, storage or play space underneath		1		
Playhouse frame			1	
Pulleys		1	1	
Rope, 6'-8' length	1		1	
Sandbox frame with sand (water faucet and hose nearby)	1			
Sawhorses, assorted sizes	2			
See-saw, fulcrum to be used with boards			1	
Shovels, small but sturdy	4			
Slide, portable or attached to climbing structure (Long board can be used for sliding.)		1		
Steering wheel, to fit on block or frame		1		
Step platforms, if steps not otherwise available		2		
Stick horses		2		
Swing set, double with canvas seats	1			
Tubs, metal, different sizes	1	1		
Tumbling mats		1	1	
Wheel toys				
Tricycles	2	1		
Tricycle trailers	1	1		
Wagons	2			
Wheelbarrow		1		

Student Handout #55

Equipment and Materials List

SUGGESTED ITEMS	QUANTITIES			
	A	B	C	D
VII BUILDING AND CONSTRUCTION MATERIALS				
Bin for lumber			1	
Blocks:				
Hollow	30		20	
Parquetry, set	1	1	1	
Table, choose from cube, interlocking, nesting, regular small sets in variety of materials: wood, plastic, rubber	3	2	1	
Unit, full school set (protected floor space and appropriate shelving important)	150	150	150	150
Boards, small flat 24"-36" long, to use with blocks	4		2	
Brushes, paint, broad	3		2	
Building sets: (Choose from such as the following in school size sets or sufficient quantities to satisfy needs.)				
Crystal Climbers			1	
Giant tinker toys			2	
Lego	1			
Lincoln Logs		1		
Rig-a-Jig			1	
Rising Towers	1			
Tinker toys		1		
Carpentry: (All tools real adult, not toy)				
Bench	1			
Clamps	4			
Drill and assorted bits		1		
Hammers	2			
Measuring rod, tape, ruler, one of each	3			
Nails, assorted sizes, ½" to 2", some very long, lbs.	3	3	3	
Nuts and bolts, assorted, box	1		1	
Pliers	1			
Sand paper, medium grit, pkg.	1			
Saws	1	1		
Screwdrivers, regular and Phillips	2			
Screws, box	1			
Washers, assorted sizes, box		1		
Cloth, yds.	2		2	
Corks, supply accumulated	X	X	X	
Foam rubber pieces, supply accumulated	X	X	X	
Glue, tubes	1	1	1	
Lumber:				
Assorted shapes and sizes, soft, scrounged (often available from lumber yard disposal bins and carpentry shops), 50-75 pieces	X	X	X	
Assorted sizes, rough measure footage, 30'-40', purchased	1	1	1	
Paint, tempera, qts.	2	2	2	
Puzzle frame/holder		1		
Puzzles	5	3	2	
Rope (See Apparatus for Physical Activities.)				
Sandbox (See Apparatus for Physical Activities.)				
Sand/water play materials, all unbreakable:				
Brushes, large	3		3	
Containers, wide variety	4	4	2	
Dishes, variety	4	4	2	
Dishpans	1	1		
Floating toys and objects	4		2	
Funnels, assorted sizes	2		1	
Hose, small pieces, can be scrounged	2		1	
Measuring sets:				
Cups	2			
Spoons	2			
Molds, assorted	3	2	1	
Pails, assorted sizes (See Housekeeping Supplies.)				
Pitchers	1		1	
Scoops	4	2	2	
Sieves	2			
Soapflakes, box	1	1	1	
Sand/water table or tray	1			
Shellac, clear, qts.	1		1	
Straws, plastic, pkg.	1	1	1	
String (See Housekeeping Supplies.)				
Tongue depressors or craft sticks, pkg of 1,000	1			
Tooth picks, colored box	1		1	
Twine (See General Maintenance, Indoor/Outdoor.)				
Vehicles:				
Construction, large, sturdy, variety	3		1	
Transportation, unbreakable, in various sizes	6	2	2	

Student Handout #55

Equipment and Materials List

SUGGESTED ITEMS	QUANTITIES			
	A	B	C	D
Wheels, wooden discs	6	4	2	
VIII CREATIVE ARTS				
Aprons, plastic or cloth, homemade	4	2	2	
Beads, and other objects for stringing	500	250	250	
Brushes, paint, ½"-1" thickness, handle length 6"-9"	12	6	6	
Cans for cutting dough, assorted sizes	4	2	2	
Chalk:				
Assorted colors, large, box	1	1	1	
White, box	1	1	1	
Clay, gray and red, lbs. each	50	50	50	
Cloth:				
Like old sheeting to paint/draw on, supply accumulated	X	X	X	
Plastic drape, one for each table	X	X	X	
Clothes pins, for hanging art work	18			
Collage materials, scrounged such as pieces of cloth, paper, leather, plastic, old cards, buttons, styrofoam, yarn, ribbon, sequins, glitter, beads, etc., supply accumulated	X	X	X	
Containers:				
For clay, plastic with lid	2			
For collage materials: old boxes, baskets, jars, etc., supply accumulated	X	X	X	
For paint: small cans, cut down cartons, plastic, with lids	10	5	5	
Cookie cutter, for use with play dough	4		2	
Crayons, jumbo, assorted colors, boxes	10	5	5	
Drying rack for art materials, if needed			1	
Easels:				
Community, for outdoor use, if space available			1	
Double, adjustable	2			
Garlic presses for use with clay	2			
Glue, white, inexpensive (See Building and Construction Materials.)				
Hole puncher	1			
Kiln (access to)				
Knives, table, for use with clay and dough (can be old)	3		3	
Laces for stringing	12		6	
Looms, handmade out of cardboard, paper plates, wood and nails, for simple weaving	2	2	2	
Marking pens	6	6	6	
Masking tape, roll	1	1	1	
Paint:				
Finger, commercial, pts.	6	6	6	
Finger (Make as needed out of starch, water, tempera and soap flakes.	X	X	X	
Liquid tempera, assorted colors, qts.	10	10	10	
Powdered tempera, assorted colors, boxes	6	6	6	
Watercolors, boxes		2		
Paper goods—varied kinds and sizes, shapes, colors—to paint and draw on: construction paper, kitchen shelf paper, wrapping paper, cardboard, egg cartons, etc., supply accumulated	X	X	X	
Paste, semi-liquid, white, gal.	1	1	1	
Pencils, thick	6		6	
Pie tins or other containers, for children to use in mixing paint	6			
Plasticine, lbs.	5	5	5	
Play dough, homemade with flour, salt, water, oil and tempera	X	X	X	
Potter's wheel (access to)				
Printing materials for play dough, clay, and paint, assorted kinds: cut vegetables, spools, blocks, etc., supply accumulated	X	X	X	
Rolling pins	2			
Rope, for hanging art work, approx. 12'		1		
Salt, for cooking and making play dough, box	1	1	1	
Sand, for painting, lb	1			
Scissors:				
Rounded, one pair left-handed, child-size	8		2	
Semi-pointed, one pair left-handed, child size	8		2	
Shears, pair, adult-size	1			
Scotch tape, rolls	2	2	2	
Soap:				
Flakes, to whip for painting (See Housekeeping Supplies.)				
Liquid, to put in paints (See Housekeeping Supplies.)				
Sponges, to be cut into pieces approx. 1" × 2" × 2" for painting	2	1	1	
Squeeze bottles, supply accumulated	X	X	X	
Stapler	1			
Staples, box	1	1	1	
Starch for making finger paint, boxes	2	2	2	
String and twine, for collages, painting and weaving (See Housekeeping Supplies.)				
Tongue depressors or craft sticks, for use with clay, collage and dough, pkg. of 1,000	1			
Toothpicks, for painting and use with clay, collage and dough, box	1	1	1	
Wood pieces for collage and construction, scrounged, supply accumulated	X	X	X	
Yarn for collage, stitchery and weaving, scrounged, supply accumulated	X	X	X	

Student Handout #55

Equipment and Materials List

SUGGESTED ITEMS	QUANTITIES A	B	C	D
IX DRAMATIC PLAY				
Animal:				
Costumes, homemade or scrounged		2	2	
Figures, small, plastic/rubber, a variety in quantity for use with blocks and sand/water play	16		8	
Puppets, assorted	4	1	1	
Stuffed animals	4		2	
Camping:				
Backpack, from surplus store	1			
Blankets				2
Camper truck			1	
Flashlight	1			
Lantern			1	
Pup tent		1		
Sleeping bag		1		
Stove			1	
Utensils	4		2	
Doctor Nurse:				
Bandages/band-aids, kit	1		1	
Hospital gown and uniform, one of each		2		
Instruments:				
Sphygmomanometer for blood pressure		1		
Stethescope		1		
Mirrors:				
Angle				1
Head		1		
Mask		1		
Grooming-toilet articles: male and female, comb, hair brush, hair rollers, hand mirror, nail brush, manual razor without blades and/or electric razor with plug off, shaving brush, soap	X	X	X	
Home Management and Family Living:				
Bathing and cleaning:				
Aprons, plastic (See Creative Arts.)				
Bathinette		1		
Bottle brush	1			
Broom, child size	1			
Dishcloth	2			
Dishpan		1		
Drainer		1		
Dry mop	1			
Dustpan	1			
Iron, wood or plastic	1			
Ironing board		1		
Pail	1			
Soap, hand (See Housekeeping Supplies, Cleaning and Laundry.)				
Soap flakes, sample boxes	1	1	1	
Towels:				
Bath	1			
Dish	2			
Hand	2			
Washcloths	2			
Vacuum cleaner, 30" handle				1
Washer, approx. 16" × 16" × 24"				1
Wet mop, 30" handle	1			
Cooking and eating equipment, real, unbreakable:				
Baby bottle	2			
Cutlery: forks, knives, spoons, place settings	4			
Dishes: bowls, cups, saucers, small glasses, plates, place settings	4			
Food containers, empty	X	X	X	
Food, pretend	6		4	
Utensils: cake pan, colander, frying pan, kettle, ladle, large spoon, measuring cups and spoons, mixing bowls, pie pan, sauce pan, sieve	8	2	2	
Dolls, baby boy, girl, multiethnic, unbreakable, washable	4	2		
Doll play and equipment:				
Baby bottles	2			
Bed		1		
Buggy and stroller	1	1		
Clothes, assorted, male, female, baby, older	12	4	4	
Dishes, place settings		2		
House, open on sides, top removable			1	
House cooking utensils				6
House dolls: families, both black and white, bendable preferred, to use also with blocks, vehicles, sand/water play			4	4

Student Handout #55

Equipment and Materials List

SUGGESTED ITEMS	A	B	C	D
Doll house furniture and accessories			16	
Dress-up properties, male and female: aprons, belts, billfolds, blouses, dresses, hats, hose, jackets, jewelry, pants, purses, scarves, shawls, shoes, skirts, suitcase, ties, watches, wigs, supply accumulated	X	X	X	
Furniture for playhouse area, sturdy, unbreakable:				
Bed and mattress, big enough for child to curl up on	1			
Bed liners: blankets, pillow, sheets, spread	4	2		
Chairs:				
High chair with tray	1			
Rocking	1			
Straight	4			
Clothes rack and hangers		1		
Curtains, as desired	X	X	X	
Dresser or chest	1			
Hat rack		1		
Mirror, full-length, child height	1			
Radio		1		
Refrigerator	1			
Rug, if desired	X	X	X	
Sink	1			
Sofa		1		
Stove	1			
Table, to seat four children	1			
Telephone	1			
T.V. frame, scrounged	1			
Toilet training chair		1		
Office and School:				
Attaché case, scrounged	1			
Chalkboard		1		
Chalkboard eraser		1		
Desk and desk chair		1		
Paper pads	2	2	2	
Pencils and erasers	2	2	2	
Telephone (See Home Management and Family Living.)				
Typewriter, scrounged		1		
Playhouse, outdoor	1			
Puppets, family, hand or finger	4	2	2	
Repair and Yard Work:				
Carpentry apron	1			
Lawn mower, 24" handle			1	
Paintbrushes (See General Maintenance, Indoor/Outdoor.)				
Paint cans containing colored soapsuds	3			
Push broom		1		
Rake (See General Maintenance, Indoor/Outdoor.)				
Toolbox			1	
Tool kit		1		
Sewing Materials: buttons, cloth pieces, decorations (pieces of lace, ribbon, beads), large needles, rounded scissors, thread, yarn, scrounged	X	X	X	

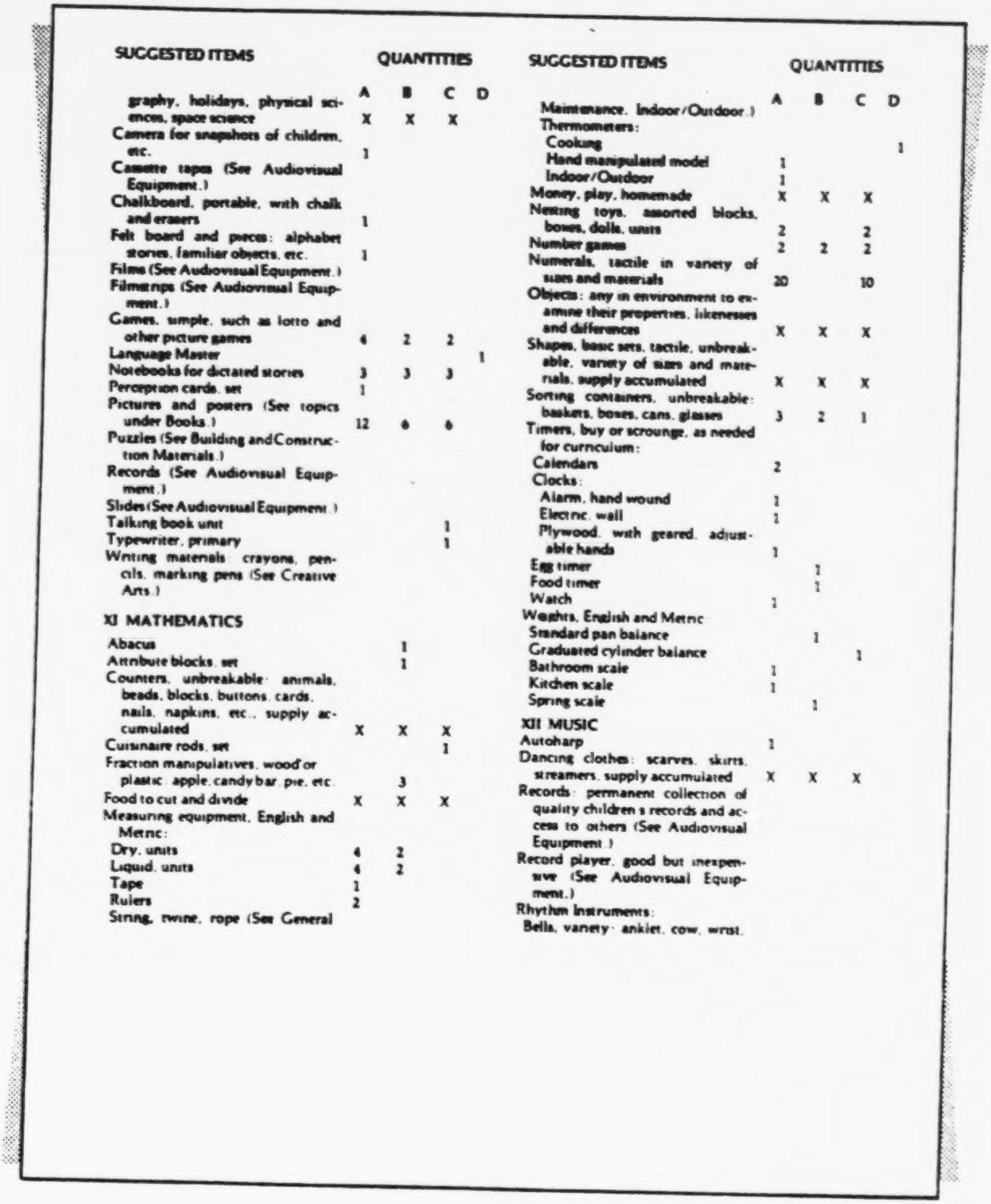
SUGGESTED ITEMS	A	B	C	D
Transportation/Occupations: buy and scrounge				
Dress-up clothes: hats, uniforms, tools for a variety of occupations, such as bakers, bus drivers, carpenters, divers, engineers, fire fighters, air pilots, police officers, sailors, taxi drivers, train engineers, postal workers, construction workers	X	X	X	
Model sets: airport, camper, fire station, garage, space center, etc., with proportioned buildings, figures, furnishings, tools, vehicles			4	
People figures, proportioned plastic, rubber, wood, representing a variety of workers	6	3	3	
Puppets, representing different workers	4	2	2	
Snap train sets			2	
Traffic signs for air terminals, highways, railroad crossings, waterways		5		
Vehicles, large, sturdy, some rideable, some that carry blocks, cars, boats, planes, rockets, trains, trucks, tractors (See Building and Construction.)				
Vehicles, metal or plastic, small, wheeled, that fit unit blocks (See Building and Construction.)				

X LANGUAGE ARTS AND LITERATURE

	A	B	C	D
Alphabet letters, moveable, sandpaper, tactile, in several sizes	300		300	
Books:				
Permanent collection of 30 or more, and circulating collection borrowed from library. Choose high quality children's books, look for multi-ethnic, non-sexist content. Topics to include:				
Adult activities				
Animals				
Child activities				
Community				
Fairy tales				
Fantasies				
Holiday				
Mother Goose				
Seasonal				
Tender topics - adoption, divorce, illness	X	X	X	
Easy to read books	X	X	X	
Picture books, including alphabet books and dictionaries	X	X	X	
Poetry to read aloud	X	X	X	
Resource books on such topics as biological science, community, crafts, cultures, family, geo-				

Student Handout #55

Equipment and Materials List



SUGGESTED ITEMS	QUANTITIES			
	A	B	C	D
graphy, holidays, physical sciences, space science	X	X	X	
Camera for snapshots of children, etc.	1			
Cassette tapes (See Audiovisual Equipment.)				
Chalkboard, portable, with chalk and erasers	1			
Felt board and pieces: alphabet stories, familiar objects, etc.	1			
Films (See Audiovisual Equipment.)				
Filmstrips (See Audiovisual Equipment.)				
Games, simple, such as lotto and other picture games	4	2	2	
Language Master				1
Notebooks for dictated stories	3	3	3	
Perception cards, set	1			
Pictures and posters (See topics under Books.)	12	6	6	
Puzzles (See Building and Construction Materials.)				
Records (See Audiovisual Equipment.)				
Slides (See Audiovisual Equipment.)				
Talking book unit			1	
Typewriter, primary			1	
Writing materials: crayons, pencils, marking pens (See Creative Arts.)				
XI MATHEMATICS				
Abacus		1		
Attribute blocks, set		1		
Counters, unbreakable: animals, beads, blocks, buttons, cards, nails, napkins, etc., supply accumulated	X	X	X	
Cuisinaire rods, set			1	
Fraction manipulatives, wood or plastic: apple, candy bar, pie, etc.		3		
Food to cut and divide	X	X	X	
Measuring equipment, English and Metric:				
Dry, units	4	2		
Liquid, units	4	2		
Tape	1			
Rulers	2			
String, twine, rope (See General Maintenance, Indoor/Outdoor.)				
Thermometers:				
Cooking				1
Hand manipulated model	1			
Indoor/Outdoor	1			
Money, play, homemade	X	X	X	
Nesting toys, assorted blocks, boxes, dolls, units	2		2	
Number games	2	2	2	
Numerals, tactile in variety of sizes and materials	20		10	
Objects: any in environment to examine their properties, likenesses and differences	X	X	X	
Shapes, basic sets, tactile, unbreakable, variety of sizes and materials, supply accumulated	X	X	X	
Sorting containers, unbreakable: baskets, boxes, cans, glasses	3	2	1	
Timers, buy or scrounge, as needed for curriculum:				
Calendars	2			
Clocks:				
Alarm, hand wound	1			
Electric, wall	1			
Plywood, with geared, adjustable hands	1			
Egg timer		1		
Food timer		1		
Watch	1			
Weights, English and Metric:				
Standard pan balance		1		
Graduated cylinder balance			1	
Bathroom scale	1			
Kitchen scale	1			
Spring scale		1		
XII MUSIC				
Autoharp	1			
Dancing clothes: scarves, skirts, streamers, supply accumulated	X	X	X	
Records: permanent collection of quality children's records and access to others (See Audiovisual Equipment.)				
Record player, good but inexpensive (See Audiovisual Equipment.)				
Rhythm Instruments:				
Bells, variety: anklet, cow, wrist,				

Student Handout #55

Equipment and Materials List

SUGGESTED ITEMS	QUANTITIES			
	A	B	C	D
melody set, supply accumulated	X	X	X	
Castanets	2			
Cymbals:				
Finger		2		
Large		1		
Drums, variety: snare, tom-tom, etc.	2		1	
Maracas	4			
Recorder, wind instrument			1	
Sticks, rhythm	12			
Tambourines	2			
Tone blocks, set		1		
Triangles		1		
Tuning fork			1	
Wood blocks		2		
XIII SCIENCE				
Air Experiments. Obtain as needed each year.				
Balloons	6	6	6	
Bellows		1		
Bicycle pump (See Apparatus for Physical Activity.)				
Bubble pipes	20			
Kite		2		
Squeeze bottles, supply accumulated	X	X	X	
Straws	24	24	24	
Tubing, 3' length	1		1	
Animals: Follow all public health and safety regulations, provide adequate food, medical care, shelter. Choose from:				
Birds	1	1		
Chickens		6-12		
Ducks		2		
Fish	4	4	4	
Gerbils (where permitted by law)		2+		
Guinea pigs		2+		
Hamsters	2+			
Insects, silk worms	3	3	3	
Mice		2+		
Rabbits	2+			
Rats			2+	
Snails	5			
Snakes			2	
Sponges, living			2	
Turtles	2			
Animal foods that are appropriate for any of the above	X	X	X	
Eggs and incubator	4-6		4-6	
Food and Gardening: Use of food in science is essential to a child's experiencing the changes of state in matter. (See also Health and Safety.)	X	X	X	
Aprons (See Creative Arts.)				
Children's cookbook	1		1	
Containers: bottles, cartons, flower boxes, flower pots, jars, etc., supply accumulated	X	X	X	
Cotton, box	1			
Dirt box or dirt plot	1			
Fertilizer, lbs.	5			
Food:				
Natural foods, fruits, nuts, vegetables	X	X	X	
Packaged mixes and processed foods, pkg.	4	2	2	
Raw ingredients: flour, salt, soda, spices, sugar, etc., in tightly covered containers, one for each item	X	X	X	
Garden tools, child size: hoe, rake, spade, set	1	1		
Plants, cultivated and wild	X	X	X	
Seeds, collected from nature and purchased, supply accumulated	X	X	X	
Stakes and string or wire fencing	X	X	X	
Terrarium	1			
Watering cans or hoses	2	1		
Light and Heat:				
Binoculars, pair				1
Camera (See Language Arts and Literature.)				
Electricity: batteries, bulbs, buzzers, simple circuits, supply accumulated	X	X	X	
Flashlights	1		1	
Magnifying glasses, hand	2			
Magnifying glass on stand		1		
Microscope				1
Mirrors, unbreakable	2			
Prisms, assorted	2	1		
Liquids and Supplies:				
Liquids:				
Ice:				
Dry, bar	1	1	1	
Regular	X	X	X	
Oil, ½ pt. can	1			
Other liquids	X	X	X	
Supplies:				
Containers, plastic, supply accumulated	X	X	X	
Kettle	1			
Medicine dropper	2	1		
Paper:				
Blotting, odds and ends	X	X	X	
Filter, pkg.				1
Sponges	2	2	2	
Sprayer		1		
Squeeze bottles, supply accumulated	X	X	X	
Squirt bottles, for spraying, supply accumulated	X	X	X	
Mechanics and Physics: (See also Building and Construction Materials and Mathematics.)				
Incline planes	1	1		
Magnets, variety of shapes and sizes, and things to try to pick up	2	1	1	
Nails, nuts, bolts, screws (See Building and Construction.)				

Student Handout #55

Equipment and Materials List

SUGGESTED ITEMS	QUANTITIES A	B	C	D
Rubber bands, elastic (See Office Supplies and Record Keeping.)				
Siphon	1			
Take-apart equipment (donated): old clocks, typewriters, vacuum cleaners, etc., supply accumulated	X	X	X	
Wheels	4	1	1	
Minerals: rocks, stones, etc.	X	X	X	
(See also Building and Construction, Math, Music and Creative Arts.)				

XIV OFFICE SUPPLIES AND RECORD KEEPING

	A	B	C	D
Manila envelopes, 2 sizes	36	36	36	
Manila folders	36	36	36	
Marking pens, several colors	4	4	4	
Paper clips, 2 sizes, boxes	2	2	2	
Paper cutter		1		
Pencils	6	6	6	
Pencil sharpener	1			
Pins:				
Safety, box	1		1	
Straight, roll	1			
Rubber bands, assorted sizes, boxes	2	2	2	
Rulers	2			
Staplers and staples (See Creative Arts.)				
Stationery, letterhead and plain, 2 sizes, quire of each	10	10	10	
Tapes:				
Masking, roll	1	1	1	
Mystic, roll	1	1	1	
Transparent Scotch, rolls	2	2	2	
Transparent tape dispenser	1			
Thumbtacks, boxes	2	2	2	
Typewriter		1		
Writing paper tablets, ruled and unruled, in several sizes	8	8	8	
Xerox copier (access to)				
Yardstick	1			

XV TRANSPORTATION

For field trips and emergencies. Check local/State laws regarding insurance and licensing for carrying children in private car with and without school bus license.

SUGGESTED ITEMS	QUANTITIES A	B	C	D
Private cars: (access to)				
Parent	4	4	4	
Staff	4	4	4	
Public transportation	X	X	X	
School bus, owned by school	1	1	1	
Station wagon, owned by school	1	1	1	

Student Handout #56

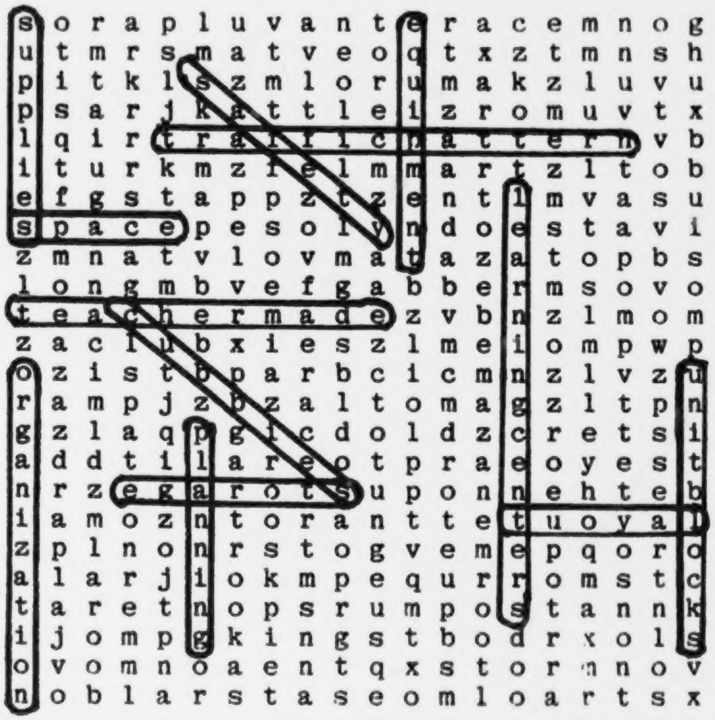
Indoor Environment Word Search

Directions: Locate words listed at bottom of page in the puzzle and circle them.

```
s o r a n l u v a n t e r a c e m n o g
u t m r s m a t v e o q t x z t m n s h
p i t k l s z m l o r u m a k z l u v u
p s a r j k a t t l e i z r o m u v t x
l q i r t r a f f i c p a t t e r n v b
i t u r k m z f e l m m a r t z l t o b
e f g s t a p p z t z e n t l m v a s u
s p a c e p e s o l y n d o e s t a v i
z m n a t v l o v m a t a z a t o p b s
l o n g m b v e f g a b b e r m s o v o
t e a c h e r m a d e z v b n z l m o m
z a c l u b x i e s z l m e i o m p w p
o z i s t b p a r b c i c m n z l v z u
r a m p j z b z a l t o m a g z l t p n
g z l a q p g i c d o l d z c r e t s i
a d d t i l a r e o t p r a e o y e s t
n r z e g a r o t s u p o n n e h t e b
i a m o z n t o r a n t t e t u o y a l
z p l n o n r s t o g v e m e p q o r o
a l a r j i o k m p e q u r r o m s t c
t a r e t n o p s r u m p o s t a n n k
i j o m p g k i n g s t b o d r x o l s
o v o m n o a e n t q x s t o r m n o v
n o b l a r s t a s e o m l o a r t s x
```

1. traffic pattern
2. learning centers
3. planning
4. layout
5. storage
6. space
7. cubbies
8. safety
9. equipment
10. supplies
11. organization
12. teacher-made
13. unit blocks

Indoor Environment Word Search Key



s o r a p l u v a n t e r a c e m n o g
u t m r s m a t v e o q t x z t m n s h
p i t k l s z m l o r u m a k z l u v u
p s a r j k a t t l e i z r o m u v t x
l q i r t r a f f i c p a t t e r n v b
i t u r k m z f e l m m a r t z l t o b
e f g s t a p p z t z e n t l m v a s u
s p a c e p e s o l y n d o e s t a v i
z m n a t v l o v m a t a z a t o p b s
l o n g m b v e f g a b b e r m s o v o
t e a c h e r m a d e z v b n z l m o m
z a c l u b x i e s z l m e i o m p w p
o z i s t b p a r b c i c m n z l v z u
r a m p j z b z a l t o m a g z l t p n
g z l a q p g i c d o l d z c r e t s i
a d d t i l a r e o t p r a e o y e s t
n r z e g a r o t s u p o n n e h t e b
i a m o z n t o r a n t t e t u o y a l
z p l n o n r s t o g v e m e p q o r o
a l a r j i o k m p e q u r r o m s t c
t a r e t n o p s r u m p o s t a n n k
i j o m p g k i n g s t b o d r x o l s
o v o m n o a e n t q x s t o r n n o v
n o b l a r s t a s e o m l o a r t s x

1. traffic pattern
2. learning centers
3. planning
4. layout
5. storage
6. space
7. cubbies
8. safety
9. equipment
10. supplies
11. organization
12. teacher-made
13. unit blocks

UNIT: Planning the Environment

CONCEPT: Outdoor Environment

GENERALIZATIONS

1. The outdoor environment can offer a wide variety of sensory experiences.

2. Outdoor play areas should be just as carefully planned as indoor learning centers.

3. Outdoor equipment should be carefully chosen for durability and safety.

4. Outdoor play requires careful supervision.

PERFORMANCE OBJECTIVES

Upon completion of the lesson, the student should be able to:

1. Plan at least one outdoor activity that focuses on the use of one or more of the senses.

2. Plan outdoor play spaces by drawing a plan for a playground.

3. Choose durable playground equipment that follows safety standards.

4. Outline the guidelines for supervising outdoor play.

OUTLINE

I. Planning Outdoor Play

    A. Supervision

    B. Activities and Experiences

REVIEW OF SELECTED LITERATURE

Outdoor play offers young children many opportunities for necessary physical activity, exploring, discovering, and learning. All children, especially those in a group, need the exhilaration, challenge, and freedom which comes from freely interacting with the outdoor environment (Seefeldt, 1980). The Child Development Curriculum Guide, Volume II (Bulletin 1664), Louisiana State Department of Education, points to the importance of giving children adequate opportunities to exercise, develop muscles, and practice new motor skills.

Seefeldt (1980) listed several objectives for the use of outdoor time and space in the preschool.

1. Physical Activity -- The young child's large-muscle growth is rapidly developing, which presents a need for space and equipment that fosters highly active physical responses.

2. Sensory Experiences -- The outdoor environment can offer a wide variety of different sensory experiences -- the smell of grass, the feel of pine needles, the sound of birds singing must all be experienced by the individual before they are understood and appreciated.

3. Natural Science Exploration -- Children will have an opportunity to make discoveries about natural science first-hand. Changing seasons, seeds growing, insects, plants, and the sun can be observed directly.

4. Cooperative Play -- The feeling of open space and large play equipment tends to foster cooperative play that is more complex. Children on wheel toys become police officers and intricate cities can be built by working together in the sand area.

5. Construction -- Wide-open space is conducive to children's working together to construct large structures or buildings.

When planning the actual outdoor space, the caregiver may wish to consider the playground as an extension of the classroom. The play areas should be just as carefully planned as learning centers indoors are planned. Flemming and Hamilton (1977) made the following suggestions for providing special spaces in the play areas:

1. Digging Space -- Include a sandbox or enclosed sandpile, an area for dirt or mud play, a construction center and a gardening spot.

2. Shaded Areas -- If trees or shubbery are not available, construct shaded areas by using canopies, tents, hung blankets or beach umbrellas.

3. Designated Traffic Lanes -- Plan a wide curved pathway that may circle around or return to a larger paved area.

4. Active Play Areas -- Using the equipment to be listed in this unit, plan inviting play areas that encourage children's use of their imagination and cooperative play with others.

5. Quiet Play Areas -- Consider the need for solitary play space by providing a blanket on a grassy area, a shallow wading pool, or a single swing.

Because of its expense, outdoor equipment should be carefully selected. High quality pieces that are durable, safe, and will withstand extreme weather conditions are desirable. Parents or companies may be willing to donate some of the items, and some can be easily made. A good starting list of equipment is provided on the following page.

OUTDOOR EQUIPMENT

- Permanent Pieces
  - Multipurpose unit
  - Three-way ladder
  - Rope ladder
  - Heavy cement drainpipes for crawling through (available from manufacturers)
  - Jungle gym
  - Slide
  - Sandbox
  - Tree trunks
- Portable Pieces
  - Portable nesting climbers
  - Lightweight ladders
  - Balance beams
  - Large drag boxes for pulling
  - Inner tubes for rolling, sitting, stacking
  - Tumbling mats
  - Wading pool
  - Sawhorses and boards with cleats
  - Punching bag
  - Wooden cable spools
  - Trampoline
  - Blocks and posts (various heights and widths for stepping from one to another)
  - Bouncing boards
  - Metal tunnels for crawling
  - Wheel toys
  - Steering wheel and column attached to a heavy box
- Small Portable Pieces that can be easily made
  - Balls - 6 to 10 inches
  - Bean bags
  - Yarn balls
  - Walking clogs
  - Jump ropes
  - Hoops
  - Toss games
  - Sand toys
  - Gardening tools

(Adapted from Althouse, 1981; Leeper, Witherspoon and Day, 1984)

Frost (1979) listed safety standards to consider when planning and providing outdoor experiences for young children. These standards are appropriate for both commercially purchased pieces of equipment and equipment made by teachers and parents.

1. Equipment should be designed for a specific developmental range and should be used by the group for which it was developed. It may be necessary to have different play spaces for children of different ages.

2. Materials used in the construction of playground equipment must be durable. The equipment should then be installed in a manner that will prevent tipping or sliding while in use.

3. There should be sufficient clearance space for swings. The only type of swing seat considered to be safe is the belt-type flexible seat.

4. The speed of rotating equipment should be limited. The play value of merry-go-rounds has been questioned, but they are still often found on older school playgrounds.

5. Slides should be designed in such a manner that speed of descent and landing are within a safe range.

6. Height of equipment (walkways, landings, decks) should be limited according to the age group or development of the users.

Caregivers noticing safety problems with play equipment should notify the program director. Parents are often willing to assist in the repair and maintenance of equipment.

One of the most important tasks of the caregiver during outdoor play is that of careful supervision. Adequate numbers of adults should be found supervising outdoor play. Although safety measures are the foremost consideration during outdoor play, the caregiver is available to facilitate play by making suggestions, adding new pieces of equipment, assisting in guiding children when behavioral problems arise, and lending support to children wary of new experiences (Seefeldt, 1980). Review of the following suggestions for supervision is helpful in planning for outdoor play.

1. Stand in the most strategic spot for ease in viewing all areas of the play yard.

2. Stand in closer proximity to children on climbing bars in order to be available to lend ready assistance.

3. Periodically count the number of children.

4. Remove objects that have been left so that they block traffic lanes or are too close to climbing equipment.

5. Refrain from chatting with fellow caregivers in order to devote your entire attention to the children.

6. Continually remind children of safety rules and procedures.

(Leeper, Witherspoon and Day, 1984)

Specific activities can be planned by the caregiver for outdoor play in order to enhance children's interest in outdoor equipment, encourage their ability to explore and discover, and to give them opportunities to develop physical skill. The following activities are suggestions for such activities. Children's interest in, and enthusiastic participation in, the outdoors will be heightened when the caregiver provides one new outdoor "prop" or activity each day.

OUTDOOR ACTIVITIES FOR THE YOUNG CHILD

ACTIVITY	BEHAVIORAL OBJECTIVE	MATERIALS NEEDED	PROCEDURE
Hopscotch	When hopping from one square to the next, the child will call out the name of the shape.	Concrete surface Chalk Posterboard shapes	Prepare a hopscotch game. Squares should be planned no larger than one foot square. Tape prepared shapes in the squares. As children jump from one square to the next, have them call out the name of the shape. Allow preschool children to jump using both feet. School-aged children may enjoy using one foot only.
Obstacle Course	By following the rope, the child will attempt each portion of the obstacle course.	Pipes Tires Bars Hoola hoops Wooden blocks 1 long rope	Using one long rope, provide a path for children to follow along an obstacle course. Have the child go through pipes, in tires, over bars, jump in hoola hoops, climb over blocks and any other interesting tasks. Prepare the difficulty of the course with the age of the children and their physical abilities in mind.

OUTDOOR ACTIVITIES FOR THE YOUNG CHILD

ACTIVITY	BEHAVIORAL OBJECTIVE	MATERIALS NEEDED	PROCEDURE
Bean Bag Toss	When presented with the bean bag toss game, the child will throw the bean bag into the can on two out of three attempts.	Low trash can Bean bags Masking tape	Set up a low but sturdy trash can and provide bean bags for children to throw. Using masking tape set a line for children to stand behind when throwing. Place the tape at a challenging distance for the developmental level of the child.

In addition to activities such as these, many indoor activities can be adapted for the outdoors. Painting and other art activities lend themselves especially well to the outdoors because the worry of the mess is eliminated. Housekeeping equipment and blocks are also examples of equipment which lends itself well to the outdoor area. Woodworking is ideally located outside because of the high noise level.

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Available from:
National Association for the Education of Young Children
1834 Connecticut Avenue, N.W.
Washington, D.C. 20009

An excellent journal article addressing the importance of safety on playgrounds.

Frost, J. L. and Klein, B. L. Children's play and playgrounds. Boston: Allyn and Bacon, 1979.

Allyn and Bacon, Inc.
470 Atlantic Avenue
Boston, MA 02210

A comprehensive study of outdoor play and types of playgrounds for young children.

LEARNING ACTIVITIES

1. Title: Planning Outdoor Activities

Description: Planning specific outdoor activities adds interest and excitement to the outdoor experience.

Directions: Have students plan one outdoor activity such as the ones listed in the chart in this unit for a group of preschool or kindergarten children. The students should make the props needed for the activity and gather all materials needed to be able to lead the activity. Upon completion of the activity, have students write an evaluation.

Materials: Materials for activity

2. Title: Plan Outdoor Space

Description: When planning outdoor space the caregiver may consider the playground as an extension of the classroom.

Directions: Draw a playground plan as you did a floor plan for indoor space. When planning, draw in all equipment and consider spacing. Include all areas listed in this unit. When the plan has been drawn, students may draw the equipment and cut it out of construction paper to use as a bulletin board. Have a day care director evaluate the plans and discuss needed changes.

Materials: Drawing paper, drawing pens

VOCABULARY

Cooperative play--The most common type of interaction during the preschool years. Children join forces in an active way, they verbalize, plan and carry out play together.

Designated traffic lanes--Wide, curved pathway on the playground. Usually paved and used for wheel toys.

Developmental range--A range of tasks that a child can accomplish at a particular point in development.

INSTRUCTIONAL AIDS

1. Title: Chart

   Description: Prepare a chart that lists appropriate outdoor equipment using material in this section.

   Directions: Use this chart as a basis for discussion. Show pictures of playground equipment and have students evaluate the pictures.

2. Title: Bulletin Board

   Description: This bulletin board should show various ways a well-planned playground could be arranged.

   Directions: Let students use the drawing they did in learning activity #2 to make a bulletin board. The students may draw pictures of individual play equipment and areas and cut them out of construction paper. Allow students to arrange their pieces on the bulletin board as though it were the playground. You may divide the class into groups and have each group plan a bulletin board while the class evaluates it.

   Materials: Construction paper, scissors, markers, bulletin board paper and border, stapler

EVALUATION

Title: Written test

Description: The following questions may be used as a basis for evaluation.

Directions: Answer the following questions using information from this unit.

1. You are opening a new early childhood center and you are currently planning the outdoor play area. Describe the play area and the criteria you used to plan it. Include each area of play.

   (Answers will vary.)

2. List below two outdoor activities that you have planned. List the behavioral objectives for each activity and the materials needed.

   (Answers will vary; following is an example.)

ACTIVITY	BEHAVIORAL OBJECTIVE	MATERIALS
Bean Bag Toss	When presented with the bean bag toss game, the child will throw the bean bag into the can in two out of three attempts.	Low trash can Bean bag Masking tape

3. Equipment chosen for children's play areas should be appropriate and safe. Describe the standards a caregiver should use when choosing equipment.

   1. **Equipment should be designed for a specific developmental range.**
   2. **Materials used in the construction of playground equipment should be durable.**
   3. **There should be sufficient clearance space for swings.**
   4. **The speed of rotating equipment should be limited.**
   5. **Slides should be designed in such a manner that speed of decent and landing are within a safe range.**
   6. **Height of equipment should be limited according to the age group or development of the users.**

4. Caregivers should be available for supervision during outdoor play. For what other reasons should caregivers be available?

   Caregivers should be available to facilitate playing by making suggestions, adding new pieces of equipment, assisting in guiding children when behavioral problems arise, and lending support to children wary of new experiences.

5. Outline the guides for appropriate supervision of outdoor play.

   1. **Stand in the most strategic spot for ease in viewing all areas of the play yard.**
   2. **Stand in close proximity to children on climbing bars in order to be available to lend ready assistance.**
   3. **Periodically count the number of children.**
   4. **Remove objects that are blocking traffic lanes or are too close to climbing equipment.**
   5. **Refrain from chatting with fellow caregivers.**
   6. **Continually remind children of safety rules.**

6. Identify an indoor activity that can be adapted to an outdoor activity and explain how you would present it.

   Painting can be adapted to outdoors. I would provide children with larger containers of tempera paint and small housepaint brushes. I would flatten a large cardboard box and attach it to the side of the playground fence. Then I would provide children with smocks and let them paint the cardboard. (Answers will vary.)

7. Match the following activity or experience to the appropriate area by placing the correct letter in the blank.

(B) hearing birds sing
(A) climbing on climbing bars
(C) observing seeds grow
(D) sand play
(B) smelling the flowers
(E) building structures with blocks
(C) observing the change in the color of leaves
(A) balancing on a beam
(D) playing "gas station" with wheel toys
(B) experiencing the feel of sand

A. Physical activity
B. Sensory experiences
C. Natural science exploration
D. Cooperative play
E. Construction

8. Outdoor equipment should be designed for a specific (**developmental**) range.

9. One of the most important tasks of the caregiver during outdoor play is (**supervision**).

10. Height of equipment should be limited according to (**age groups**).

CHILD CARE

UNIT: TRAINING TECHNIQUES FOR USE WITH CAREGIVERS

SUGGESTED TIME: TWO WEEKS

UNIT: Training Techniques for Use with Caregivers

CONCEPT: Staff Development

GENERALIZATIONS

1. Research findings indicate a major reason for staff development is the improvement of supervisor-caregiver and caregiver-child relationships.
2. Several kinds of staff development meetings are designed to meet the needs of child care paraprofessionals.
3. Needs for inservice training will depend upon the previous experience of the staff.
4. Caregiver evaluation is one aspect of professional growth.

PERFORMANCE OBJECTIVES

Upon completion of the lesson, the student should be able to:

1. Summarize the reasons for providing staff development.
2. Describe the different kinds of staff development meetings.
3. Plan appropriate topics for in-service training.
4. Name and describe various methods of caregiver evaluation.

OUTLINE

I. Staff Development Meetings

    A. Need for Staff Development

    B. Types of Meetings

        1. Topics for Meetings

        2. An Example Meeting

II. Staff Evaluation

    A. Importance of Evaluation

    B. Methods of Evaluation

REVIEW OF LITERATURE

Successful programs for young children are team developed and conducted through cooperative efforts. To achieve the necessary coordination among caregivers, parent volunteers, directors, and other staff members, it is necessary to plan times for these individuals to share ideas and coordinate activities. These times may be referred to as staff development or training.

Staff development not only serves the purpose of teaching new instructional skills and techniques, but also promotes a camaraderie among staff members. It is the initial responsibility of the center director to plan and coordinate developmental sessions. Individual staff members may be asked, or may volunteer, to be responsible for other sessions (Conger and Rose, 1979).

Research indicated that staff development is a key factor in the improvement of supervisor-caregiver and caregiver-child relationships. Champagne (1980) listed other reasons for providing staff development:

1. The teaching of young children is complicated and sometimes frustrating. In order for staff to continue at a peak level of performance, help and encouragement are required.

2. Each individual needs the reaction of others following an observation.

3. A supervisor can model appropriate teaching behaviors while interacting with caregivers.

4. Regular staff development and supervision may assist in the identification of problems and needs of an entire school setting before they become a crisis.

5. The curricula is constantly changing, and staff development meetings offer an opportunity to discuss new methods and ideas.

6. Many caregivers will not know how to use resources. at hand. Therefore training in this area may be needed.

7. Staff members need clearly defined expectations and policies; group meetings are an excellent time to cover these.

Several kinds of staff development meetings are described by Sciarra and Dorsey (1979). These meetings provide an opportunity for two-way communication, a time for an interchange of ideas, and a clarification of problems and issues. Kinds of staff development meetings include:

1. Orientation of new staff members. Training of caregivers begins upon acceptance of the job. The director spends a period of time with each new staff member describing center policies, planning procedures, and other necessary communication.

2. In-Service Training. An enrichment program is often planned to enhance the skills and broaden the knowledge of staff members in the area of early childhood education. Training needs will vary widely according to the previous training of the staff and the amount of staff experience. A list of potential in-service training topics is located in Student Handout #57. An example staff development meeting pertaining to Language Development is located in Student Handout #58.

3. On-the-Job Training. This training refers to the hiring of untrained staff and providing actual job training during employment. This is a planned program of comprehensive instruction that includes basic, organized learning experiences and regularly scheduled classes or meetings.

The importance of the evaluation is stressed in the portion of this guide entitled "Evaluation." Along with the evaluation of the program and children comes the evaluation of staff. Evaluation should be considered a part of staff development. Caregiver evaluation is one aspect of professional growth, in that the individual acknowledges that there is always room for improvement and that change can often bring about richer experiences for young children. Seefeldt (1980) offered these suggestions for caregiver evaluation:

1. The caregivers may wish to videotape themselves during the teaching day and analyze the tape at a later time. (Videotaping equipment is often available on loan from media centers.)

2. The principal or director can be invited to observe and later discuss the caregiver's teaching ability.

3. The caregiver may wish to discuss program goals and objectives before the observers come so that during observation they will be able to determine if those goals and objectives are reflected in the program.

Hatfield (1981) developed an evaluative device that can be used in the evaluation of a caregiver (Student Handout #59). The items listed on the evaluation can be voted on by the staff and changes made where appropriate.

Staff training and development are highly important facets of a child care center. Both the center director and caregivers must recognize this importance. Staff development provides an opportunity for growth and enrichment that can potentially help caregivers, children, and the total program.

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Houghton Mifflin
Two Park Street
Boston, MA 02108

The chapter, "Providing for Personal and Professional Staff Development," provides useful information on this topic.

Travis, N. and Perreault, J. Day care personnel management. Mt. Rainier, MD: Gryphon House, 1981.

Gryphon House, Inc.
3706 Otis Street
Mt. Rainier, MD 20822

This book is a must for directors. It includes highly useful information concerning the management and development of staff.

Weinstein, M. and Allen, J. Orienting staff right from the beginning. Child care information exchange, 1985, 42, 1-5.

Child Care Information Exchange
P.O. Box 2890
Redmond, Washington 98073

This publication contains many helpful articles for center directors and provides very useful orientation techniques for new staff members.

LEARNING ACTIVITIES

1. Title: Staff Development Meeting

Description: Training of caregivers begins upon acceptance of the job.

Directions: Have the class plan and present a staff development meeting for the orientation of new staff members. The students should determine appropriate topics to cover with new staff members. The class may be divided into two groups, and each group may plan and carry out their meeting for the other group. Discussion should follow with good and bad points and suggestions for change.

2. Title: Word Scramble Game

Description: The word scramble game in Student Handout #60 will help the student become familiar with appropriate words and terms for this unit.

Directions: Follow the directions on Student Handout #60 to complete the game.

Materials: Copies of Student Handout #60.

VOCABULARY

1. Enrichment Program--A type of training designed to enhance the skills of and broaden the caregiver's knowledge of early childhood education.

2. Staff Development--Serves the purpose of teaching new instructional skills and techniques and promoting a camaraderie among staff members.

3. On-the-Job Training--Hiring untrained staff and providing actual job training.

INSTRUCTIONAL AIDS

1. Title: Posters

Description: There are several types of staff development meetings that provide an opportunity for two-way communication and an interchange of ideas.

Directions: Cut two pieces of poster board in half. Use three of these pieces to write the types of staff development meetings on them and describe each one. Leave room at the bottom to write appropriate topics for each type of meeting. Let students suggest these topics.

Materials: poster board, markers

EVALUATION

Title: Written test

Description: The following questions may be used as a basis for evaluation.

Directions: Answer the following questions using information from this unit.

1. Research indicates that staff development is a key factor in the improvement of supervisor-caregiver and caregiver-child relationships. List at least five other reasons for staff development.

    1. **To give encouragement to staff members so they may continue at a peak level of performance.**

    2. **To provide the reaction of others following an observation.**

    3. **To model appropriate teaching behaviors while interacting with caregivers.**

    4. **To assist in the identification of problems and needs of an entire school setting before they become a crisis.**

    5. **To offer an opportunity to discuss new methods and ideas for teaching.**

Match the term with the appropriate sentence by putting the correct letter in the blank.

(C) 1. Training of caregivers that describes center policies, planning procedures, and other necessary communication.

(B) 2. Training of untrained staff that involves actual job training during employment.

(A) 3. An enrichment program planned for staff members to enhance their skills.

(D) 4. An evaluative device for use with caregivers.

(E) 5. One of the basic purposes of staff development.

A. In-service training

B. On-the-job training

C. Orientation of new staff

D. Videotaping

E. Two-way communication

7. Describe the staff development meeting you planned for class. Discuss the importance of the meeting and the reasons for having the meeting.

(Answers will vary.)

Student Handout #57

Topics for Staff Development Meetings

Child-Related Topics

- Curriculum Areas
  - Art
  - Language Arts
  - Mathematics
  - Movement
  - Music
  - Science
  - Social Studies
- Water, Sand, Mud Play
- Teacher-Made Materials
- Parent Involvement
- Evaluation
- Goals and Objectives
- Social/Emotional Growth
- Learning Centers
- Children and Divorce
- Child Abuse
- Health and Safety
- Sensory-motor Development
- Auditory and Visual Perception
- Improving Classroom Environment
- Cooking Experiences

Personal Topics

- Stress
- Decision Making
- Time Management
- Nutrition and Weight Control
- Parent-Staff Relationships

Student Handout #58

Staff Development Meeting

"Enhancing Language Development"

Outline

I. Introduction

II. Where should a preschooler be in language development?

III. How does language actually develop?

IV. What does the preschool do to encourage language development?

V. What can parents do to enhance the development of language?

VI. Conclusion

Icebreaker--

Mother: "What did you learn in school today?"
Mike: "To read."
Mother: "What did you read?"
Mike: "Boys."
Mother: "Boys. What does boys mean?"
Mike: "It means girls can't go in there."

Perhaps the most important area of learning in the education of young children is that of language. Although reading is obviously crucial to all later school learning, other aspects of language learning, such as speaking and listening, are equally important. As a matter of fact, learning to read is built upon a great deal of previously learned language.

The school, of course, does not provide the child's first language learning situation. The most important part of the child's learning has taken place before arrival at school. The role of the school is to extend and enrich the language learning of the child.

Ideally, parents need to begin learning about the role they can play in their child's education (particularly learning to read) when the child is of preschool age. Parents who are able to build reading readiness in their children before the start of formal instruction, guide their children away from the nonreading syndrome. Experiments have shown that children who do get an early start at communicating usually perform better in school.

Student Handout #58

Staff Development Meeting

Most young preschool children in group situations communicate capably with one another and with adults. Three-year-olds can construct simple sentences with verbs, pronouns, adjectives, prepositions, and nouns. They do not always use whole sentences, and verb tenses and pronouns may be unreliable. They may also be confused by many words and say "tomorrow" when they mean yesterday. They understand and act on far more speech than they can use--an observation which is true for almost any age group. That is, receptive language is always greater than productive language. Three-year-olds may be quite shy out of the secure home area, and teachers and other nonfamily members seldom hear as much of the child's language as the family does.

By age four, most children can give a connected account of some recent experience and can carry out in sequence two simple directions. Five-year-olds converse comfortably with others when they are familiar with the content and the vocabulary, and their language is usually quite understandable.

Children learn vocabulary words and meanings through experiences. Active experiences, which involve the child, usually provide the more meaningful learning. Syntax and complex grammatical constructions seem to develop as children hear a great deal of varied language structure. This is why selection of books for reading to children as well as children's spontaneous conversations with adults who present good language models is so important. If children are neither "corrected" nor required to speak in full sentences, their language grows in maturity of form, content, and words. Since a child may talk less when his or her speech is frequently corrected, other ways to stimulate language are preferred.

In preschool, children are likely to choose many activities which might be regarded as initial reading exercises or beginning learnings.

-Story reading by the teacher
-Story telling by the teacher and children
-Browsing in books and "reading" pictures
-Dictating stories
-Developing dialogues with puppets, or creative dramatizations

Student Handout #58

Staff Development Meeting

Other activities may include

- -Playing with flannel board cut outs to reenact a story or to compose one
- -Making calendars or booklets
- -Playing with alphabet letters or sandpaper
- -Paper and pencil activities (Show examples of these activities.)

Parents often ask what they can do to enhance the language development of their children. Here are some specific suggestions:

1. Use expansion--when a young child makes an utterance that is not grammatically complete (for an adult), such as "dog bark," use the utterance, but expand it to an adult grammatical form: "Yes, the dog is barking" or "Yes, that dog barked." Use this instead of correction.

2. Use extension--expand the child's utterance, as before, but add some new information, for example: "Yes, the dog is barking, but he won't hurt you."

3. Use questions that are open-ended (divergent)--for example, instead of asking, "Do you hear that noise?" (which requires a "yes" or "no" answer from the child), ask, "What do you think might make that noise?"

4. Record your own language--Use a tape recorder to record your language when you are speaking with your child. Consciously work on improving your ability to expand, extend, and ask questions.

Have Available

- -Handouts, Pamphlets, Books for caregivers to check out
- -Books that are children's favorites.
- -Games parents and children can make at home to enhance language
- -Samples of language experience charts

Student Handout #59

In-service Evaluation

Name________________________ Evaluator____________________
Position____________________ Date_________________________

Superior Performance	Acceptable Performance	Unacceptable Performance	Not Applicable
3	2	1	0

PROFESSIONAL QUALITIES

____1. Takes initiative and assumes responsibility
____2. Adheres to school policy
____3. Is punctual and responsible in attendance
____4. Attends designated committees and meetings
____5. Demonstrates interest in professional growth
____6. Deals with paperwork promptly and efficiently
____7. Behaves ethically with parents, staff, and community
____8. Cooperates with staff and administration
____9. Accepts constructive criticism

CLASSROOM MANAGEMENT

___10. Keeps room reasonably neat and attractive
___11. Helps children accept responsibility for their own behavior
___12. Encourages children's participation
___13. Creates an environment of cooperation and constructive effort
___14. Demonstrates flexibility
___15. Leads children toward self-control

PROGRAM DEVELOPMENT AND INSTRUCTIONAL COMPETENCY

___16. Recognizes and makes provisions for individual needs.
___17. Offers all children opportunities for success.
___18. Provides appropriate activities for
  a. Cognitive development
  b. Language development
  c. Emotional development
  d. Social development
  e. Fine motor skills
  f. Large motor skills
___19. Is well prepared on a daily basis
___20. Uses a variety of media in instruction
___21. Plans interesting activities
___22. Offers developmentally appropriate activities and materials
___23. Speaks clearly and distinctly

Student Handout #59

In-service Evaluation

PERSONAL QUALITIES

___24. Uses evaluative measures to determine instructional effectiveness
___25. Displays enthusiasm for teaching
___26. Is able to assume responsibility in an emergency
___27. Relates positively to children and adults
___28. Demonstrates tact, compassion, and empathetic concern for children and families
___29. Dresses appropriately for work with young children
___30. Is tolerant and considerate of differences in children and adults
___31. Is able to evaluate own performance
___32. Displays a sense of humor

Specific strengths

Specific limitations

Goals or objectives

Signed____________________________ Signed____________________________
Staff Member Evaluator

(Adapted from Hatfield, 1981)

Student Handout #60

Word Scramble Game

Directions: Unscramble the words at the bottom to complete the sentences.

1. An (**enrichment**) program is often planned for staff members to enhance their skills and broaden their knowledge of early childhood education.
2. (**Training**) of caregivers begins upon acceptance of the job.
3. On-the-job training refers to the hiring of (**untrained**) staff and providing actual job training.
4. Caregiver (**evaluation**) is one aspect of professional growth.
5. Staff development not only serves the purpose of teaching new (**instructional**) skills and (**techniques**), but also promotes a camaraderie among staff members.

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CHILD CARE
UNITS: EVALUATION/THE CHILD CARE PROFESSIONAL
SUGGESTED TIME: ONE WEEK

UNIT: Evaluation

CONCEPT: Program and Child Evaluation Methods

GENERALIZATIONS

1. Evaluation of the total program is one way the caregiver receives feedback on the success of meeting goals and objectives.

2. Checklists are the most widely used evaluation for preschool children.

PERFORMANCE OBJECTIVES

1. Identify evaluation devices that are appropriate to use with preschool children.

2. Use checklists accurately to evaluate both the total program and the children.

OUTLINE

I. The Evaluation Process

II. Program Evaluation

  A. Personnel Involved

  B. Devices for Evaluation

    1. The Checklist

    2. The Daily Diary

III. Appropriate Methods for Evaluating Children's Progress

  A. The Checklist

  B. Children's Products

  C. Evaluative Notes

REVIEW OF LITERATURE

Evaluation provides evidence of the success of a program and the children in the program. Evaluation becomes an ongoing process when clearly stated goals and objectives have been identified at the outset of a program or school year. Upon completion of each activity, day and year, the caregiver reviews the short- and long-term objectives and goals to determine success (Seefeldt, 1980). If the goals and objectives have not been met, the caregiver studies new methods and approaches for teaching the concepts.

Evaluation of the total program is one way to offer caregivers feedback concerning their success in fulfilling goals and objectives. This evaluation involves each person who is a member of the teaching-learning team. Aides, volunteers, the principal or director, parents, and even the total community may be asked to participate in this process.

Hildebrand (1981) formulated a highly useful 15-point checklist for program evaluation. This tool is helpful in determining the effectiveness of a program.

	PROGRAM EVALUATION	Yes	No
1.	Is the program planned from the point of view of the whole child in the immediate environment?	_____	_____
2.	Does the program value the child's healthy, happy, responding, secure approach to living?	_____	_____
3.	Does the program provide for the emotional adjustment of the child?	_____	_____
4.	Does the program have balances of active and quiet activities?	_____	_____
5.	Does the program provide appropriate opportunities for children to grow in self-direction and independence?	_____	_____
6.	Does the program establish and maintain limits on behavior for the protection of individuals, the group, and the learning environment?	_____	_____
7.	Is the program challenging to children's intellectual powers?	_____	_____
8.	Does the program provide media for self-expression?	_____	_____
9.	Does the program encourage children's oral expressions?	_____	_____
10.	Does the program provide opportunities for social development?	_____	_____
11.	Does the program encourage children to learn about and care for their bodies?	_____	_____
12.	Does the program provide opportunities for each child to use the whole body in a daily period of outdoor play?	_____	_____
13.	Is the program action packed?	_____	_____
14.	Is the program fun for children?	_____	_____
15.	Does the program consider the interests and needs of the parents as well as those of the children?	_____	_____

Hildebrand (1981) suggested the evaluative technique that involves keeping a daily diary. A short diary written on the bottom or back of a daily plan sheet will provide important evaluative information. The caregiver can record important information such as whether a particular activity was successful, how a field trip went or whether a schedule change is necessary. A check against the 15-point program evaluative guide will provide information concerning whether a program is adequate or inadequate.

Seefeldt (1980) explained that an important part of the formal evaluation of a child care program will be that of assessing the strengths and weaknesses of individual children. The caregiver considers the progress of the child through observations, interviews, tests, and other sources of information. The information concerning individual children will then enable the caregiver to make changes in the environment, in the experiences and activities that will be presented and form the total program as they go.

Probably the most widely used evaluative device for preschool children is the checklist. Checklists are popular because they are economical, save time and, in some cases, can even be completed by the children. There are a number of good checklists available, and the caregiver can select the one which best meets the needs of the children in the program (Robison, 1983). An example of a checklist is located in Student Handout #61. The caregiver should select an assessment tool which addresses all areas of development--physical, social, emotional and cognitive.

Robison (1983) also suggested the use of children's products in making evaluations of the child's progress. Pictures taken of block constructions, artwork, and stories that have been dictated to the teacher are all valuable samples of work to date and should be carefully stored. It is then the responsibility of the caregiver to interpret the importance of each product to the parent in the evaluative conference.

There will be situations in which the caregiver will need to make careful written evaluative notes over a period of time. The records should be dated, the location described, and the details of the instance recorded. This need may arise when a child is overly aggressive, when cognitive problems are suspected, or especially in cases of suspected child abuse. Although time consuming, this kind of study can be helpful and revealing (Hendrick, 1980).

In order to meet the needs of children in the classroom, the caregiver needs good evaluative information on child progress and on the total program. Evaluative methods for children may be the formal checklist or ongoing evaluative notes. The program may be evaluated through daily notes on plan sheets or by having a special guest come to observe. The caregiver must understand the importance of these evaluative procedures to the total program and be able to grow and learn from these experiences.

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Seefeldt, C. Teaching young children. Englewood Cliffs, New Jersey: Prentice-Hall, 1980.

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Evaluating children's progress: A rating scale for children in day care. Day Care and Child Development Council of America, 1978.

Gryphon House
P.O. Box 217
Mt. Rainier, MD 20822

A highly useful booklet with evaluation devices for children, ages birth through five years old.

Streets, D. T. Administering day care and preschool programs. Boston: Allyn and Bacon, 1982.

Allyn and Bacon, Inc.
470 Atlantic Avenue
Boston, MA 02210

The chapter entitled "Evaluation Methods for Early Childhood Program Personnel" provides and indepth study of evaluation. Too difficult for students, but a good reference for teachers.

LEARNING ACTIVITIES

1. Title: Evaluating by a checklist

   Description: An important part of the formal evaluation of a child care program will be that of assessing the strengths and weaknesses of individual children.

   Directions: Using the checklist in Student Handout #61 have students observe and evaluate a child. The student should then discuss the evaluation with the teacher to determine accuracy.

   Materials: Student Handout #61

2. Title: Word puzzle

   Description: The word game will help the student become familiar with the terms of the unit.

   Directions: Students should unscramble the words and put them in the correct sentences.

   Materials: Student Handout #62

VOCABULARY

Checklist--The most widely used evaluative device for preschool children.

Evaluation--an ongoing assessment to determine whether goals and objectives are being met.

Evaluation diary--notes made on plan sheets concerning the success of a particular day or the success of individual activities.

Feedback--The communication a caregiver will receive in the evaluative process.

Goals--Broadly stated desires and expectations for children.

Objectives--Specific tasks and skills expected of each child.

INSTRUCTIONAL AIDS

1. Title: Bulletin Board or Display

   Description: Checklists are popular and economical evaluative devices.

   Directions: Have students prepare their own checklist to evaluate children, or the program, by using guidelines in this unit. Then allow students to display them on the bulletin board. A discussion of the accurateness of the device should follow.

EVALUATION

Title: Written test

Description: The following questions can be used as a basis for evaluation.

Directions: Answer the following questions using information from this unit.

Indicate whether the following statements are true or false by putting TRUE or FALSE in the blanks.

(TRUE) 1. Evaluation should be an ongoing process.

(FALSE) 2. If the goals and objectives of an activity have not been met, the caregiver should change the goals and objectives.

(FALSE) 3. Parents should not be included in the evaluation of young children.

(FALSE) 4. Using the daily diary evaluation is not effective because it focuses on only one child.

(TRUE) 5. An important part of formal evaluation of a program is assessing the strengths and weaknesses of individual children.

(TRUE) 6. The information gained through evaluation should be used by the caregiver to make changes in the environment and in the experiences offered.

(TRUE) 7. The checklist is the most widely used evaluative device for preschool children.

(FALSE) 8. The assessment tool the caregiver uses should address only the cognitive developments of the child.

(TRUE) 9. Taking pictures of products children have made aids the evaluation of children's progress.

(FALSE) 10. Records that the caregiver keeps for evaluative purposes should not be detailed because parents only want a general idea of how their child is doing.

11. List five criteria a checklist for program evaluation should consider.

The students may answer any five of the 15-point **checklist developed by Hildebrand (1981) for program evaluation.**

12. What are three ways children can be evaluated? Under what circumstances would each be appropriate?

    1. **checklist**
    2. **diary**
    3. **pictures of products children have made**

Student Handout #61

Developmental Checklist

Child's Name ____________________
Date of Birth ____________________
Date of Evaluation ____________________
Name of Evaluator ____________________

Cognitive Skills	Yes	No	Skill not observed or introduced	Comments
1. Uses connected sentences				
2. Uses language to convey simple ideas				
3. Speaks clearly				
4. Knows first and last names				
5. Knows age				
6. Knows birthdate				
7. Knows address				
8. Knows telephone number				
9. Knows parts of the body				
10. Can identify primary colors (red, blue, yellow)				
11. Can identify secondary colors (green, orange, purple)				
12. Is attentive for 10-15 minutes				
13. Reproduces short nursery rhymes and songs				
14. Counts to five				
15. Counts to ten				
16. Can identify a few letters of the alphabet				
17. Can identify all letters of the alphabet				
18. Correlates sounds with letters				
19. Can identify name in print.				
20. Recognizes basic shapes (triangle, circle, square)				
21. Groups similar objects by size, function, color, etc.				
22. Seriates objects by size				
23. Distinguishes between large and small objects				

Student Handout #61

Developmental Checklist

Cognitive Skills Continued	Yes	No	Skill not observed or introduced	Comments
24. Distinguishes heavy and light objects				
25. Distinguishes far and near				
26. Distinguishes up and down directions				
27. Distinguishes over and under directions				
28. Knows left and right				
Social and Emotional Skills				
29. Is able to separate from mother without crying				
30. Initiates own play activities				
31. Play is mostly				
a. alone				
b. parallel				
c. cooperative				
32. Shares toys and materials				
33. Waits for turn				
34. Uses courteous manners such as saying thank you and please				
35. Performs clean up tasks				
36. Stands up for own rights				
37. Follows rules and simple directions				
38. Conforms to group limits				
39. Is able to accept discipline				
40. Exhibits self-confidence				
Motor Skills				
41. Walks up steps unassisted				
42. Walks backward				
43. Balances on balance beam				
44. Runs				
45. Hops on one foot				
46. Jumps with both feet				
47. Climbs				
48. Throws ball overhand				

Student Handout #61

Developmental Checklist

Motor Skills Continued	Yes	No	Skill not observed or introduced	Comments
49. Throws ball in a particular direction				
50. Catches a large ball				
51. Uses scissors to cut paper				
52. Can thread beads onto a string				
53. Prints first name				
54. Can draw a circle				
55. Can draw a square				
56. Can draw a triangle				
57. Can draw a rectangle				
58. Draws human figure with head, body, arms, legs, hands, feet, eyes, nose and mouth				
59. Uses toilet alone				
60. Removes simple garments				
61. Puts on simple garments				
62. Fastens own clothing				
63. Puts on own shoes				
64. Ties own shoes				
65. Drinks from a cup with few spills				

(Developed for the Early Childhood Education Center, College of Home Economics, Louisiana Tech University, 1978; please credit source when reproducing.)

Student Handout #62

Evaluation Word Puzzle

1. An important part of the formal evaluation of a child care program will be that of assessing the strengths and weaknesses of (**individual**) children.

2. The caregiver considers the progress of the child through (**observations**), (**interviews**), (**tests**) and other sources of information.

3. The most widely used type of evaluative device for preschool children is the (**checklist**).

4. When selecting an evaluative device the caregiver should consider whether it addresses all areas of (**development**).

5. It is the responsibility of the caregiver to (**interpret**) the importance of children's products used for evaluation.

6. The areas of development that a checklist should evaluate are (**physical**), (**social**), (**emotional**), and (**cognitive**).

7. One criterion that should be evaluated in the child care program is whether or not the program maintains (**limits**) on behavior for the protection of individuals.

Words

srvbaionset ________________
tinverwsei ________________
lekcihstc ________________
iindvialud ________________
ttsse ________________
lmitis ________________
pitretenr ________________
caosil ________________
achyspil ________________
doeevmetlpn ________________
liotemano ________________
ceivitgno ________________

UNIT: The Child Care Professional

CONCEPT: Professionalism

GENERALIZATIONS

1. An early childhood education professional should be acquainted with the qualifications required to work effectively with young children.
2. Professional organizations are important to professional growth.
3. The definition of professionalism suggests that advanced knowledge of children is a necessary part of teaching.

PERFORMANCE OBJECTIVES

Upon completion of the lesson, the student should be able to:

1. Summarize personal qualifications that are important for working with young children.
2. Name and describe major professional organizations for early childhood educators.
3. Define professionalism.

OUTLINE

I. The selection of the Child Care Profession
  A. Effective Teaching Components
  B. Personal Qualifications
II. The Early Childhood Professional
  A. Professional Growth
  B. Professional Techniques
    1. Ethical Behaviors
    2. Professional Responses to Problems
    3. Unprofessional Behavior
  C. A Code of Ethics

REVIEW OF LITERATURE

Teaching young children not only involves learning what children need, but also determining the expectations of parents and the resources of the community. Preparing for a professional career in early childhood education means venturing into an exciting field in which the caregiver will take on a variety of roles. Not only is planning and giving direct instructions to young children involved, but also serving as a parent educator and a community liaison is a vital function (Robison, 1983).

Before choosing the field of early childhood education, the individual should be fully acquainted with the aspects of working with very young children. Draper and Draper (1979) have listed personal qualifications that seem important for those who plan to work with young children:

1. A willingness to continue and broaden understandings about children and their development.
2. A sense of value for human dignity, worth, and especially a high regard for children as learning, growing beings.
3. The ability to respond to children with a warm, relaxed and friendly manner, but a response that is not so casual as to be meaningless.
4. A sense of organization and a willingness to share ideas and consider suggestions from others.
5. A sense of security and self-confidence which comes from being informed about children, their abilities and needs, and the developmental possibilities of a children's program.
6. An interest in improving communication with both adults and children.
7. A good physical condition and mental alertness.
8. A willingness and ability to participate in children's activities; a real interest in exploring the child's world.
9. An interest in learning, leading to a positive self-concept which promotes working with other adults and children without feeling threatened or inferior.
10. Patience and tolerance with active, curious, and, at times, noisy and difficult children.
11. The ability to be objective and professional with the staff and parents.

12. The ability and willingness to cooperate and follow instructions.

13. A sense of humor and a pleasant disposition.

14. An appreciation for the efforts of children.

15. A basic knowledge of child development, child rearing, and guidance.

Conger and Rose (1979) addressed the importance of growing as a professional through reading and by joining professional organizations. Professional organizations are often the source of inexpensive and well-written publications. Several early childhood organizations and their publications are listed below.

EARLY CHILDHOOD ORGANIZATIONS

Organization	Address	Publication
NAEYC National Association for the Education of Young Children	1834 Connecticut Ave. N.W. Washington, D.C. 20009	*Young Children*
SACUS Southern Association on Children Under Six	Box 5403 Brady Station Little Rock, ARK 72215	*Dimensions*
ACEI Association for Childhood Education International	3615 Wisconsin Ave. N.W. Washington, D.C. 20016	*Childhood Education*

Usually the newsletter or journal of these organizations is included in the membership costs. A day care center may wish to purchase one membership and share the publication. Information in the journals ranges from reports of research studies to practical ideas for use with young children in the classroom.

Katz (1984) described the term professionalism as the use of advanced knowledge in making judgments and the adoption of standards of performance. The caregiver must first acquire advanced knowledge about children through attending training, reading, and by actually working with young children. Based on this knowledge the caregiver uses professional judgment to analyze events, weigh alternatives, and estimate consequences.

Hendrick (1980) listed general ethical behaviors that are important for caregivers of young children to follow.

1. Strive to be fair to all the children. All children deserve a fair chance and a reasonable amount of concern from the caregiver.

2. Keep personal problems private during the day. The time at school belongs to the children; personal problems can be discussed after the children go home.

3. Show respect for the child. Refrain from discussing a child's problems in front of him or her and give total attention to children wishing to be heard. Demand the same respect from the children.

4. Observe professional discretion. Respect the privacy of both the children and their families.

5. Observe the chain of command. Avoid going into a supervisor's territory when making a comment or request and always check before embarking on a new venture.

The study of common problems of caregivers is very helpful in formulating professional responses. Katz (1984) offered the following problems, a discussion of the situation, and the professional response.

Problem: Leslie will not give Robin a turn with the tricycle.

Professional Response: Encourage Robin to participate in another activity and ask for a turn again later. Teach Robin to watch Leslie for signs of weariness or boredom with the tricycle.

Problem: Robin does not seem to know how to ask for a turn on the tricycle.

Professional Response: Caregivers may need to speak on behalf of another child. This provides an excellent modeling opportunity. "Robin really wants a turn" or "Leslie is not quite ready to give up her turn."

Problem: Robin hits Leslie in anger.

Professional Response: "Hitting is not allowed. I will not let you hit Leslie, and neither will I allow Leslie to hit you." Rules are stated clearly and carefully so that children can begin to understand the rudiments of justice.

Problem: Robin complains and tattles.

Professional Response: The caregiver always asks whether this is typical behavior for an individual child. Young children show signs of illness, hunger and stress through unusual behavior. If this is typical for Robin, the caregiver should encourage Robin to work through problems unassisted by adults and give suggestions for coping with the problem.

It may be helpful to further define professionalism by considering what it is not. Nonprofessionals often focus on what is happening, rather than what is being learned. They often wish to simply stop an incident rather than stimulate long term development. The following are examples of unprofessional behavior:

1. Distractions. Distracting children in need does not help children learn the alternative approaches to a situation.

2. Exhortions. Exclamations such as, "Cut it out!" or "Don't be nasty," are unlikely to help participants develop alternative approaches.

3. Empty Threats. A nonprofessional will issue a threat in an attempt to regain control. "If you do not give Robin the tricycle you may not go with us to the zoo tomorrow," is out of proportion to the problem. Children will begin to be confused and begin focusing only on the rules and consequences of misbehavior.

4. Bribery. "If you will give the tricycle to Robin, I will give you some raisins," is an example of bribery. While bribery often works, the professional question is, "what does it teach?"

5. Preaching. Moralizing concerning the virtues of sharing, kindness and the evils of selfishness are not likely to help children learn strategies.

6. Sympathy. The professional must not only focus on the needs and feelings of the victim, but also those of the aggressor. Young children will often "act out" when wanting special attention and caring. The caregiver should plan to give that special attention to the aggressor when he or she is behaving appropriately.

Unprofessional behavior often takes place when the caregiver wants a quick solution to an irritating problem. The professional looks beyond the moment to the overall development and well-being of the child (Katz, 1984).

Ethical or professional standards are probably best described in the "Initial Code of Ethics for Early Childhood Professionals" adopted by the National Association for the Education of Young Children in 1978. It reads as follows:

> **PREAMBLE**
>
> As an educator of young children in their years of greatest vulnerability, I, to the best of intent and ability, shall devote myself to the following commitments and act to support them.
>
> **FOR THE CHILD**
>
> I shall accord the respect due each child as a human being from birth on.
>
> I shall recognize the unique potentials to be fulfilled within each child.
>
> I shall provide access to differing opinions and views inherent in every person, subject, or thing encountered as the child grows.
>
> I shall recognize the child's right to ask questions about the unknowns that exist in the present so the answers (which may be within the child's capacity to discover) may be forthcoming eventually.
>
> I shall protect and extend the child's physical well-being, emotional stability, mental capacities, and social acceptability.
>
> **FOR THE PARENTS AND FAMILY MEMBERS**
>
> I shall accord each child's parents and family members respect for the responsibilities they carry.
>
> By no deliberate action on my part will the child be held accountable for the incidental meeting of his or her parents and the attendant lodging to the child's destiny with relatives and siblings.
>
> Recognizing the continuing nature of familial strength as support for the growing child, I shall maintain objectivity with regard to what I perceive as family weaknesses.
>
> Maintaining family value systems and pride in cultural-ethnic choices or variations will supersede any attempts I might inadvertently or otherwise make to impose my values.

Because advocacy on behalf of children always requires that someone cares about or is strongly motivated by a sense of fairness and intervenes on behalf of children in relation to those services and institutions that impinge on their lives, I shall support family strength.

FOR MYSELF AND THE EARLY CHILDHOOD PROFESSION

Admitting my biases is the first evidence of my willingness to become a conscious professional.

Knowing my capacity to continue to learn throughout life, I shall vigorously pursue knowledge about contemporary developments in early education by informal and formal means.

My role with young children demands an awareness of new knowledge that emerges from varied disciplines and the responsibility to use such knowledge.

Recognizing the limitation I bring to knowing intimately the ethical-cultural value systems of the multicultural American way of life, I shall actively seek the understanding and acceptance of the chosen ways of others to assist them educationally in meeting each child's needs for his or her unknown future impact on society.

Working with other adults and parents to maximize my strengths and theirs, both personally and professionally, I shall provide a model to demonstrate to young children how adults can create an improved way of living and learning through planned cooperation.

The encouragement of language development with young children will never exceed the boundaries of propriety or violate the confidence and trust of a child or that child's family.

I shall share my professional skills, information and talents to enhance early education for young children wherever they are.

I shall cooperate with other persons and organizations to promote programs for children and families that improve their opportunities to utilize and enhance their uniqueness and strength.

I shall ensure that individually different styles of learning are meshed compatibly with individually different styles of teaching to help all people grow and learn well--this applies to adults learning to be teachers as well as to children.

Those who work with young children should be willing and able to follow this code to the best of their ability. The code gives parents and the community the assurance that young children are being cared for by individuals who are responsive to children and are providing the most appropriate environment possible.

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Seever, J. W., Cartwright, C. A., Ward, C. B., and Heasley, C. A. Careers with young children: Making your decision. Washington, D.C.: National Association for the Education of Young Children, 1979.

National Association for the Education of Young Children
1834 Connecticut Avenue, N.W.
Washington, D.C. 20009

An excellent resource for students who are considering entering the child care teaching profession.

Streets, D. T. Administering day care and preschool programs. Boston: Allyn and Bacon, 1982.

Allyn and Bacon, Inc.
470 Atlantic Avenue
Boston, Massachusetts 02210

The chapter entitled "Ethical Issues in Working with Young Children" is an interesting resource for the high school teacher.

LEARNING ACTIVITIES

1. Title: Interview

   Description: Many people have different opinions of what a professional is. This interview will allow students to compare opinions.

   Directions: Allow each student to interview two early childhood professionals. Discuss the following questions before the interview and have the students describe their interview in class.

   1. What is your definition of a professional?

   2. What do you see as being the most important characteristics of a professional?

   3. What do you suggest as ways for a professional to stay current on information?

2. Title: Word Search

   Description: The word search game will allow students to become familiar with terms related to this unit.

   Directions: Use Student Handout #63 to complete the game.

   Materials: Copies of Student Handout #63

VOCABULARY

Professionalism--The use of advanced knowledge in making judgments and the adoption of standards of performance.

Professional Organizations--Groups of early childhood professionals which may sponsor workshops, conferences and professional literature.

INSTRUCTIONAL AIDS

1. Title: Collage Bulletin Board

   Description: This bulletin board will illustrate the characteristics of a professional.

   Directions: On the top of a bulletin board place the title "What is a professional?" Have students use magazines and newspapers to cut out words, phrases, and pictures that describe a professional and make a collage.

   Materials: scissors, magazines, newspapers, stapler

EVALUATION

Title: Written test

Description: The following questions may be used as a basis for evaluation.

Directions: Answer the following questions by using the information from the unit. Indicate whether the following statements are professional responses or actions by placing a "p" in the blank beside each one.

(P) 1. Through using a chart the caregiver gives each child a chance to ring the bell.

___ 2. The caregiver tells the parent how the child misbehaved today while the child is listening.

___ 3. The caregiver tells friends about a child's family problems.

(P) 4. The caregiver reads publications from early childhood organizations.

(P) 5. The caregiver responds to each child warmly when he or she arrives at school.

(P) 6. The caregiver easily accepts new ideas from others.

___ 7. When a child is demanding something, the caregiver distracts the child until he/she forgets about it.

(P) 8. The caregiver does not let personality conflicts hinder the program.

___ 9. The caregiver does not carry through with threats, because that would be too harsh.

(P) 10. The caregiver communicates on all levels with children and adults.

11. List six personal qualifications that are important for those who work with young children.

    1. **A willingness to continue and broaden** understandings **about children and their development.**

    2. **A sense of value for human dignity, worth, and especially a high regard for children as learning, growing beings.**

    3. **A sense of organization and a willingness to share ideas and consider suggestions from others.**

4. A good physical condition and mental alertness.

5. An interest in improving communication with both adults and children.

6. Self-confidence and a sense of security which comes from being informed about children, their abilities and needs, and the developmental possibilities of a children's program.

12. In your own words, define the word professionalism.

(Answers will vary.)

13. List five guidelines of ethical behavior that are important for teachers of young children to follow.

1. Strive to be fair to all the children.

2. Keep personal problems private during the day.

3. Show respect for the child. Refrain from discussing a child's problems in front of him or her.

4. Observe professional discretion. Respect the privacy of both children and their families.

5. Observe the chain of command.

14. Explain how following the "Initial Code of Ethics for Early Childhood Professionals" affects the child and the family.

(Answers will vary.)

15. Describe what you consider the ideal professional.

(Answers will vary.)

Student Handout #63

Professionalism Word Search

Directions: Locate words listed at bottom of page in the puzzle and circle them.

t z l r a s t o m a n p a t i e n c e o c l m a n
r a i n i n s n t r a r z a l t o m w e p t q r a
a b c d o s i t z a l o m a z a n m i k e c a r s
i u l m v a e e s e l f c o n f i d e n c e f o r
n m a k e a c a k e a e o u t o f f l o u r a n d
i t i s a d a y t o r s m a p w o r m z o o t h b
n o m i l k i n t t h s e s a m i w q p o y u v r
g m o n k e o r g a n i z a t i o n s f o t h o i
f a i r f o t e e x h o r t i o n s r i n g t h b
z d i s t r a c t i o n s e v i t c e j b o t g e
m a t a p c e t e z w a q e o s p t e s r t e d r
p o e t s c t e w q e l a s t v u t d c s t g h y
a m k s l d g v x t e i a p a x g f g p c x t z t
h a m m s e t c t w t s t o s e t c t c s t t r m
m r h s m s m r h s t m y o u a e w t o c t w k l

Word Search Words

professionalism
organizations
self-confidence
distractions
exhortions
bribery
patience
fair
objective
training

Professionalism Word Search Key

t	z	l	r	a	s	t	o	m	a	n	p	a	t	i	e	n	c	e	o	c	l	m	a	n
r	a	i	n	i	n	s	n	t	r	a	r	z	a	l	t	o	m	w	e	p	t	q	r	a
a	b	c	d	o	s	i	t	z	a	l	o	m	a	z	a	n	m	i	k	e	c	a	r	s
i	u	l	m	v	a	e	e	s	e	l	f	c	o	n	f	i	d	e	n	c	e	f	o	r
n	m	a	k	e	a	c	a	k	e	a	e	o	u	t	o	f	f	l	o	u	r	a	n	d
i	t	i	s	a	d	a	y	t	o	r	s	m	a	p	w	o	r	m	z	o	o	t	h	b
n	o	m	i	l	k	i	n	t	t	h	s	e	s	a	m	i	w	q	p	o	y	u	v	r
g	m	o	n	k	e	o	r	g	a	n	i	z	a	t	i	o	n	s	f	o	t	h	o	i
f	a	i	r	f	o	t	e	e	x	h	o	r	t	i	o	n	s	r	i	n	g	t	h	b
z	d	i	s	t	r	a	c	t	i	o	n	s	e	v	i	t	c	e	j	b	o	t	g	e
m	a	t	a	p	c	e	t	e	z	w	a	q	e	o	s	p	t	e	s	r	t	e	d	r
p	o	e	t	s	c	t	e	w	q	e	l	a	s	t	v	u	t	d	c	s	t	g	h	y
a	m	k	s	l	d	g	v	x	t	e	i	a	p	a	x	g	f	g	p	c	x	t	z	t
h	a	m	m	s	e	t	c	t	w	t	s	t	o	s	e	t	c	t	c	s	t	t	r	m
m	r	h	s	m	s	m	r	h	s	t	m	y	o	u	a	e	w	t	o	c	t	w	k	l

Word Search Words

professionalism
organizations
self-confidence
distractions
exhortions
bribery
patience
fair
objective
training